

## **President’s Advisory Committee for Making Excellence Inclusive Student Support Services Subcommittee Report**

*When we define ourselves, when I define myself, the place  
in which I am like you and the place in which I am not  
like you, I’m not excluding you from the joining – I am  
broadening the joining.*

– Audre Lorde, *Sister Outsider*

### **Introduction**

The President’s Advisory Council on Making Excellence Inclusive constituted the Student Support Services subcommittee in order to look at thriving, diversity, equity, and inclusion issues through the lens of student experience. The subcommittee began its work in September 2018 with weekly meetings in which they shared their own knowledge and ideas and consulted with faculty, staff, and students who are deeply engaged with the University in all its facets.

#### **Charge:**

**Consider ways in which the University does, or needs to, encourage and enable students of all backgrounds, identities, and experiences to thrive in and out of the classroom.**

#### **Membership**

Ashley Crenshaw, Class of 2007, Vice President for Planning and Operations, URAA Board of Directors

Lee Dyer, Associate Director for LGBTQ Campus Life, Common Ground

Ed Gates, Class of 2002, Vice President for Outreach, URAA Board of Directors

Mia Reinoso Genoni (co-chair), Dean of Westhampton College, Associate Dean of the School of Arts & Sciences, Affiliated Faculty in Art and Art History and Women, Gender & Sexuality Studies, and member of the Student Development Leadership Team

Britney Hopkins (Spring-Fall 2018), Sexual Misconduct Education and Prevention Coordinator, Recreation and Wellness

Courtney Hughes, Class of 2006, Associate Director of Academics and Disability Services Coordinator, Athletics

Miles Johnson, Class of 2009, Assistant Professor of Chemistry

Myrsini Manou Georgila, Class of 2020

Saif Mehkari, Associate Professor of Economics

Jhannelle Robinson, Class of 2019

Ellen Sayles (co-chair), Associate Dean and Director of Education Abroad, Office of International Education

Cory Schutter, Class of 2019

Blake Stack, Assistant Director, Student Engagement and Bonner Scholars Program, Center for Civic Engagement

Siwanta Thapa, Class of 2021

Laura Thompson, Assistant Dean, Undergraduate Student Services, Robins School of Business

Marti Tomlin, Director of University Recreation

## **Campus Experts Consulted**

(Asterisk denotes member of Student Development Leadership Team)

Patrick Benner, Director of Residence Life and Undergraduate Student Housing\*

Steve Bisese, Vice President of Student Development\*

Joe Boehman, Dean of Richmond College and Associate Dean of the School of Arts & Sciences\*

Chip Bryan, Associate Vice President of Financial Aid

Jennifer Cable, Professor of Music and member of the Modlin Arts Alliance

Tina Cade, Associate Vice President of Student Development, Director of Multicultural Affairs, and Director of Disability Services\*

Martha Callaghan, Assistant Vice President of Development

Tracy Cassalia, Deputy Title IX Coordinator for Students

Lynne Deane, Medical Director, Student Health\*

Stephanie DuPaul, Vice President of Enrollment Management

Andy Gurka, Director, Living-Learning and Roadmap Programs\*

Dee Hardy, Associate Vice President for Campus Services

Jamie Lynn Haskins, Chaplain for Spiritual Life

Glyn Hughes, Director of Common Ground and Co-Chair of the Interim Coordinating Committee\*

Scott Johnson, Associate Provost for Student Academic Initiatives and Associate Professor of Communication Studies

Alison Keller, Director of the Center for Student Involvement\*

Craig Kocher, University Chaplain\*

Laura Krajewski, Director of Alumni Relations

Pete LeViness, Director of CAPS\*

Lisa Miles, Associate Director of Common Ground

Krittika Onsanit, Director of International Student and Scholar Services, Office of International Education

Tom Roberts, Associate Vice President of Health and Well-Being\*

Emily Saunders, Assistant Director, Student and Young Graduate Programming, Office of Alumni Relations

Lori Schuyler, Vice President for Planning and Policy

Kerstin M. Soderlund, Associate Dean for Student & External Affairs, Jepson School of Leadership Studies

Leslie Stevenson, Director of Career Development, Office of Alumni & Career Services

Keesha Trim, Director of Risk Management

Michelle Wamsley, Assistant Vice President, Office of Foundation, Corporate & Government Relations

Doug West, Assistant Vice President for Telecommunications, Media Support, User Services, and Academic Computing Services

Anna Young, Director of Advising

These individuals also discussed their work as part of the following groups:

Advisory Committee on Alcohol & Drugs  
Coordinating Committee for Sexual Assault Prevention, Education, and Response  
Envision Committee

First-Year Experience Advisory Committee  
Health Services Review Team  
Student Health Insurance Plan Group  
Space Utilization Committee

## **Our Work**

The subcommittee met every Friday afternoon from 3:30 to 5 pm, during the entirety of the fall semester and the first half of the spring semester. In our first meetings, we took as our focus refining our charge, identifying and prioritizing the areas of focus, and planning on how best to approach our task. Our next discussions allowed us to reach a consensus on the broad areas of interest and determine our collective knowledge. We decided on a series of interconnected approaches, and determined which approach was appropriate for which topic. For some areas, we started with more in-depth discussion amongst committee members; for others, we brought in campus experts. At times members of the committee also consulted directly with campus experts on their own. In the second half of the fall semester, the co-chairs of this subcommittee and Glyn Hughes, co-chair of the Interim Coordinating Council for Thriving, Inclusion, Diversity, and Equity (ICC), were charged by the President to write the initial proposal for a Multicultural Space Pilot Project. We devoted one committee meeting to discussion of the project, and the student members of our subcommittee provided additional input and feedback.

In the second phase, we began writing the draft and approached additional campus experts to get their input and feedback, and to share what we had gathered. In researching and writing, we also reviewed literature on best practices and national and institutional data. The committee met two additional times, and the chairs solicited feedback on drafts of the report. In addition, throughout the three-term charge, the co-chairs of the three subcommittees and the co-chairs of the ICC met biweekly, as well as attended the PAC general meetings.

Our report is divided as follows: institution-wide topics; financial matters; the first-year experience and four-year thriving and inclusive excellence; space and social opportunities; student health and well-being; and whole student advising and support. In each section below, we describe the existing strengths and successes, and then what is missing or would benefit from review and revision. We then provide recommendations for ways the institution can move forward or can identify pathways to find remedies.

## **I. Institution-Wide Topics**

In our discussions and research on making excellence inclusive and creating a culture of thriving, we realized that several recommendations cut across administrative units and impact students in a more global way. These intersect with the findings of the ICC and the Presidential Commission for University History and Identity. As noted in the reports of Keeling and the ICC in some cases individual divisions or departments are already engaged in the recommendations below, but often these efforts are siloed or disconnected, with a lack of coordination and coherence (Keeling, 2019, p. 6; ICC, 2019, p. 1). A key goal for the University going forward should be to work towards aligning the various offices and individuals at the University to a common mission of working towards helping all our students achieve academic and personal success during their time at the University of Richmond.

We cannot list all the many things that the University or individual divisions or departments are doing well here, including the creation of the PAC-MEI, the ICC, and the Commission. Instead, we highlight the following as components that need to be addressed in a systematic and coordinated fashion, and to be implemented campus-wide.

We recommend the following:

1. All administrative units and subunits on campus, including at the School, divisional, and departmental level, should include measurable goals for improvements to thriving, equitable, and inclusive practices in their annual goals. Likewise, all units and subunits should build embedded mechanisms for continued review, evaluation of, and planning for TIDE-specific goals and offerings. This review includes looking at all goals, offerings, language, and practices through a TIDE-based lens.
2. Institute a campus-wide review of all campus physical spaces to ensure accessibility and equitable and inclusive practices, including looking at the availability of all gender bathrooms, assuring that there are accessible and functioning elevators, and implementing other changes for students and the campus community as needed.
3. Consider the potentially different bias resource and responses needed for instances that are academic or co-curricular (whether in the classroom, in an advising session, or other meetings with instructor or advisor, etc.) and instances that happen outside an academic setting. Currently the Schools have different approaches to reports of academic or co-curricular issues, and there are no written procedures available. Implement transparent and clear campus-wide processes for individual reporting and responding to bias incidents and microaggressions in academic and co-curricular settings, taking into consideration how these situations might differ from those happening in other settings. Create a culture of awareness, understanding, and prevention for all faculty, staff, and students. Utilize a range of options, educational strategies, and remedies, including both stand-alone and continued workshops and trainings.
4. Following on the Spring 2019 resolutions passed by RCSGA and WCGA, and guided by the findings of the Presidential Commission for University History and Identity, we support an examination of campus building names to understand more fully their historical context and resonance for the campus today, to provide public education and information about our history, and to consider renaming opportunities, as well as to

support initiatives such as the Race and Racism Project. See: <https://www.wearewcga.com/resolutions>.

5. Continue to implement changes to information and communication systems, including Banner and Blackboard, that support and utilize gender-inclusive language, preferred pronouns, and preferred names.
6. Expand training on equity and inclusion for student leaders, including all branches of student government and student organization leaders, with a focus on implicit bias, perspective taking, and empathy building. Consider a stepped model that allows for continuous training throughout a student's career on campus.

## **II. Financial Matters**

The University's Office of Financial Aid makes every effort to ensure that students are supported financially within the restrictions imposed by various regulatory bodies and laws. They have a consistent, well-established set of principles by which students are packaged for financial aid and a supportive and caring style of communication with students and families, under what can sometimes be very challenging circumstances. Other departments and divisions across campus partner with Financial Aid to find innovative ways that work within the confines of regulatory requirements to support students in matters not covered or coverable by Financial Aid.

In particular, three recent developments should be noted, as each topic arose throughout this Committee's conversations and investigations, and solutions for each are under way. In each of these cases, members of the Committee reported that they had heard these concerns from students, staff, and faculty, both prior to the convening of the PAC and while conducting conversations as part of our PAC work. The Committee strongly supports and applauds the following developments, currently in progress:

1. Regarding health insurance, there have been concerns about the cost, about differences between policies for international and domestic students, about students who are underinsured or uninsured, and about coverage for Trans students. The Student Health Insurance Program team has made great strides to solve these issues in a way that is financially viable and helpful. Starting with the 2019-20 academic year we will move to a provider (United Healthcare) that will expand services, be available to all degree-seeking students, and help control price increases. The following year, the University will begin a hard waiver, opt-out system, to ensure that all degree-seeking students have adequate health care, addressing the concern about underinsured or uninsured students. In addition, United Healthcare offers comprehensive coverage for Trans students, including hormone replacement therapy, gender-affirming surgery, and counseling.
2. There had been a concern that our tuition insurance provider, Allianz, had different policies for physical health (injury or illness) and for mental health. Allianz is currently in the process of restructuring GradGuard, so that it will cover mental health claims at 100% beginning fall 2019, and the hospitalization requirement for mental health claims will be removed as of spring 2020.
3. There was concern about the cost of laptops and whether there is assistance available for students when laptops break. There are current processes in place for students who have

financial need to receive additional funding to support the purchase of a laptop one time during their educational program, through loans. The University also has a short-term program through which students can borrow a laptop for up to two weeks from Boatwright Library, and is also piloting a longer-term loaner program, accessible with the support of a student's College dean.

In our conversations and investigations, we identified a critical need to educate students, faculty, and staff about the remedies already in place, and about new programs, such as Spiders Helping Spiders, as well as to provide more transparency, clarity, and access to policies and procedures. We also determined that there are additional needs and opportunities for alternate funding sources, akin to Spiders Helping Spiders. Likewise, we discovered that there is a need to provide funding sources specifically for international students who have a change in circumstance. Finally, students noted that the housing deposit was burdensome for many who do not qualify for the housing waiver, and asked if the deposit system was needed, as opposed to perhaps levying a fine if a student failed to meet their obligations or commitment.

We thus make the following recommendations:

1. Develop an educational campaign for faculty and staff, starting with academic advisors, and which will also help us reach students. This includes communicating: that they can refer students to the office for review of aid and financial need; that they can refer a student to student accounts if their loans or other funding is not ready at the start of the semester and they need short-term help buying course materials; and what Spiders Helping Spiders can and cannot cover. In addition, a review of what financial aid covers and the ways the University cannot “overaward” would be of aid to the campus in general.
2. Implement an online portal that outlines what funds are available, the criteria for each fund, and other help available; this portal should also be the mechanism through which students can apply for funds or learn where to go for other options. This portal will include funds available through Spiders Helping Spiders and the Career Opportunity Fund. It should also outline the options available for loaner laptops and the process to borrow one.
3. Develop funding to provide travel assistance to students whose families cannot afford to attend graduation. This need has grown in recent years and continues to grow. One option for additional funding sources could involve continued discussions with the Advancement Office; this fund could become part of Spiders Helping Spiders or be a different fund altogether.
4. Help students who remain on campus during Thanksgiving and Winter break when the dining halls and shuttle options close down. They need access to affordable food and cooking facilities, and access to each other for community support. The students who remain often either cannot afford to return home or it is a better – or only – option to remain on campus. Work is currently being done to provide access to kitchens during these breaks which should provide cost-effective, community-building opportunities. Work should continue in terms of funding positions to provide kitchen supervision to ensure safe use during these breaks, and to allow students who need to continue to earn money, an opportunity for employment.

5. Create a fund for the Office of Financial Aid to use when an international student has a change in circumstance. When a U.S. citizen or eligible non-citizen who has a non-need-based fund (merit, athletic, endowed, etc.) loses that funding but remains in good standing at the University, or when a student's financial circumstances change, they can request an evaluation of their situation and possibly receive need-based funding. The decision to award any need-based aid will be based on the situation and the office's policies and procedures. When the same circumstances happen to an international student, we are not always able to meet the new need due to budget constraints. Furthermore, there are very limited outside resources available for international students. Such a fund would help allow the needs of international students to be assessed equitably, and raise the likelihood they could remain enrolled at the University, as opposed to needing to transfer and/or return to their country of citizenship. Developing such funds could include continued conversations with the Advancement Office.
6. Determine if a housing deposit system remains necessary to ensure fairness and accessibility, or if another option is more equitable. There are students who do not meet the requirements to be given a waiver who report difficulty with paying the housing deposit as required by our current policy. Investigate current best practices for housing to see what other approaches might work.

### **III. The First-Year Experience and Four-Year Thriving and Inclusive Excellence**

In this section, we focus on six topics: the creation of an Office of First-Year Experience; development and support of pre-first-year programs; Richmond Endeavor; orientation as a first-year experience; first-year housing; and academic policies. The important connection between thriving and inclusive excellence is one of the clear themes of this section, as is the critical nature of the first year:

Successful transitions ... have five hallmarks that distinguish them from unsuccessful transitions: (a) students perceive them positively as opportunities for growth; (b) students use healthy coping skills during the transition to approach the transitional activities rather than avoid them; (c) students believe they have the support they need to move through the transition successfully; (d) students access resources during the transition for relevant information, assistance, and support; and (e) students emerge from the transition having grown in personally significant ways. The construct of thriving, with its expanded perspective on student success, offers a framework for helping students move successfully through transition periods in college in ways that further their growth and enable them to benefit more fully from their college experience (Schreiner, 2012, p. 4).

As we describe below, it is vital that our programs, policies, and procedures are supportive, compassionate, and inclusive, and that they are perceived to be such: we need to demonstrate to students that we wish for them to thrive, succeed, and feel a sense of belonging, while giving them the tools to do so. It is equally critical that this dynamic be in place starting with our students' first days at the University, and continuing through all four years; it also must be true across academic, co-curricular, and social experiences, programs, and interactions. In this arena, we both need to consider changes that are proven models and best practices, and embrace the

opportunity to go beyond current understandings – to be a forerunner, as we were with the Richmond Guarantee – and become the standard ourselves.

### **The Creation of an Office of First-Year Experience**

Currently, multiple offices across divisions oversee and contribute to components of the first-year experience, including but not limited to the Academic Advising Resource Center (AARC), Athletics, the Colleges, Common Ground, and the Office of Living-Learning Programs, the Office of International Education, and the Office of Multicultural Affairs, as well as individual academic departments and Schools. This collaboration and investment of resources is a significant strength of the University and the first-year experience specifically.

At the same time, in our conversations with students, faculty, and staff, including members of the First-Year Experience Advisory Committee (FYEAC), it became clear that issues have started to arise regarding coordination, communication, and equitable access. Our offerings have grown to the point that centralized oversight of all components is needed.

We recommend an Office of First-Year Experience that coordinates programs and structures; this recommendation is in support of the Spring 2019 finding of the FYEAC. Centralized oversight will allow us to:

- Coordinate our planning efforts;
- Better evaluate existing and potential new offerings;
- Establish goals and learning outcomes across programs and throughout the entire first year;
- Avoid duplication of offerings or inequitable policies;
- Allocate financial and staffing resources appropriately and equitably;
- Ensure that interested students are reached but not overwhelmed or overtaxed;
- Consider ways in which a revamped orientation can ensure that all students are advised, registered, and academically and socially acclimated (also see below);
- Coordinate and streamline communication; and
- Contribute to promoting a thriving and inclusive community, especially a sense of belonging for all entering students.

This office could be created largely through a reconsideration of already existed structures and staff, and would continue to draw on the collaborative work mentioned above, including complementing and working in tandem with the Colleges and the AARC.

### **Development and Support of Pre-First-Year Programs**

URISE is a pre-first-year program that aims to increase the number of students from groups traditionally underrepresented in science and math disciplines; these programs are separate from and occur earlier in the summer than orientation. It achieves this objective by focusing on skill development, providing authentic research experiences, and building a community of support for



the 24 students who currently participate in the programs each summer. Programs like URISE provide an invaluable support network for students, especially for Spiders of backgrounds that are underrepresented on campus and for individuals who did not have access to as many resources as some of their other peers at UR. These programs not only ease the transition from secondary school to UR but provide continuous support throughout the college experience as well (Waterman & Heemstra, 2018, pp. 11 to 24; Donnelly, Diaz, & Hernandez, 2016).

There are salient properties that have made such programs not only viable but highly successful:

1. *Establishment of a cohort.* Having a group of students with shared experiences and an established sense of community helps individuals navigate the difficulties associated with beginning college. Additionally, the existence of a supportive group may help students who encounter challenges that are not experienced by the majority of the student body (e.g. discrimination due to socioeconomic status). Creating such a cohort requires highly intentional community-building on the part of the coordinator and support personnel.
2. *Follow up programs and classes.* Courses and programs that take place after the pre-first-year program ensure that students have support beyond the weeks leading up to the first semester. These experiences help promote cohesion within the cohort and ensure that students know that they still have a support network, consisting of both faculty and students, that does not disappear once the academic year starts. Examples of such courses are IQS and SMART.
3. *Opportunities to become acquainted with University resources.* Summer programs introduce students to the resources on campus for student support. Exposure to individuals from such programs as the Academic Skills Center, Office of Multicultural Affairs, and Financial Aid allows students to become acquainted with key resources that they may miss during orientation. Cross-programming has also been successful both for students and other departments/Schools; notably, Jepson works with URISE through their Science Leadership Scholars program and Jepson faculty lead the tour of the city of Richmond.
4. *Compassionate coordinators.* Those involved in executing programs like URISE are dedicated to providing the emotional support as well as academic support that a student may need. Coordinators play a counseling role that may be unofficial but is nonetheless essential.
5. *Financial support.* Generous funding allows programs like URISE to exist. The money dedicated to this particular program has provided: (1) supplies for research; (2) stipends for students; (3) off-campus activities; (4) lodging. It should be noted that stipends are particularly important since they allow students of all economic backgrounds to be included in this program and provide an additional incentive to come to campus early.

Currently, URISE is the primary pre-first year program. Other departments and Schools would like to have similar programs to increase students' exposure to the full range of opportunities and majors at the University. There was a one-time pilot program in Jepson in summer 2017 that served to explain leadership studies and to encourage students to take one of two introductory courses; Jepson reports this was a successful pilot.

It is highly effective, but requires the resources and dedication of multiple individuals and organizations to be impactful, including Resident Assistants; Teaching Assistants; and an

administrative coordinator. Further, faculty and staff who participate in this program, or who wish to participate, expressed concern to Committee members that University leadership may not understand or acknowledge the time-intensive nature of faculty involvement.

We have the following recommendations:

1. Examine current structures and programs to see how best to meet these expanded needs – through additional URISE-like programs, through an expanded Endeavor program (see below), or through another model. This examination would be undertaken by the Office of First-Year Experience (see above). Supporting students following the summer experience is essential. A program or course that goes into the first year will assist students more than simply a summer program that ends abruptly. Combining the pre-first-year program with a complementary program/course (such as URISE and IQS or the Endeavor model) during the semester is critical for ensuring retention.
2. Recruit faculty and coordinators who are dedicated to inclusive pedagogy. Anyone who wants to take a leadership role in programs meant to advance the University's goals of creating an inclusive environment should be knowledgeable concerning the unique struggles that students in these programs may encounter.
3. Consider sustainability in developing new programs. The resources, both financial and human, needed for such programs is great. The capital must exist for a program to be viable as well as individuals willing to dedicate a portion of their summer and part of the academic year. Likewise, we cannot overtax the very students we are looking to serve, nor inundate them with multiple communications; oversight from the Office of First-Year Experience will help with this.
4. Provide access to the demographic information necessary for a coordinated outreach to students, through the Office of First-Year Experience.
5. Be aware of the hurdles that might prohibit students from coming to campus early and the incentives that might attract students. Consideration should be given to stipends, paid housing, and paid travel expenses to permit students of limited financial resources to come to campus and may offset lost income from a traditional job.

### **Richmond Endeavor**

Building on the success of the University's previous Living-Learning offerings, the Richmond Endeavor, the University's new first-year living-learning experience, is a program that combines academic advising, from pre-matriculation through major declaration, with a pre-orientation experience (Roadmap), two linked courses, and a shared residential experience. A faculty member serves as the constant throughout the experience by serving as the student's advisor and course instructor. In addition, students are assigned a peer advisor called a Navigator. The program was built on the strengths of the Sophomore Scholars in Residence (SSIR) program that is very popular with historically underrepresented students and shown to have higher graduation rates than students who did not participate. Endeavor began in 2018-2019 as a pilot with four communities and 60 students participating and will grow over five years to fourteen communities with a quarter of the first-year class participating.

Year	Number of Courses	Number of Students Participating
2018-19	4	64
2019-20	6	96
2020-21	6	96
2021-22	8	128
2022-23	12	192
2023-24	14	224

Endeavor, like SSIR, employs specific recruitment efforts and outreach to historically underrepresented populations, which is supported by research about the efficacy of high-impact programs around retention, persistence, and thriving (Finley & McNair, 2013; Kuh, 2008; Kuh, O'Donnell, & Reed, 2013; Swail with Redd & Perna, 2003). High-impact programs like learning communities show positive results for all students, but are even more effective for historically underrepresented populations. The Office of Living-Learning Programs works with Enrollment Management and Admission to do targeted outreach and communications to historically underrepresented students. These recruitment efforts were included in the design of the program and are an explicit goal of Endeavor.

In Endeavor's first year, 2018-19, the demographic breakdown (provided by the Registrar's office) of the 60-student cohort was:

	#	% of Endeavor Cohort
Male	27	45%
Female	33	55%
First Generation	12	20%
Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or Two or More Races	16	26%
Hispanic or Latinx	5	8%
Non-Resident Alien	14	23%
White	23	38%

\*\*Note that students have the option to not report, so these percentages do not add up to 100%. Of this cohort, 2 students did not report, so n=58.

There is widespread individual, departmental, and School support for Endeavor, but there also continue to be challenges around faculty participation, particularly from certain departments. Faculty from departments with very regimented curricula (like many of the sciences) or with high enrollments (like Business or Computer Science) find it challenging to participate because their departments need them to teach core courses within the major, as well as the demands on departments and Schools for FYS. In addition, a strength of the program is the commitment to advising from the first year through to major declaration, but this structure requires two alternating cohorts, to allow for a two-year advising commitment. There are faculty who have voiced their desire to teach and advise through Endeavor, but their departments cannot spare

them within the current system, due to their needs for teaching and/or advising. Furthermore, while faculty are compensated for their participation in Endeavor and SSIR, it is hard to determine how (if at all) it is counted towards tenure and promotion. Most faculty when they are teaching the .5-unit course in Endeavor or SSIR, are teaching it on overload (so their teaching load is 3/2.5); while some departments have counted it for faculty, it is not consistent and varies by School, department, and department chair.

The interrelated issues stated above will only increase as the program expands, and are issues of access, opportunity, and equity. Solutions will take the attention and leadership of the faculty and the Schools. This is particularly critical as the program has the potential to create thriving and inclusive communities within the University as a whole, and within each School; if some Schools or departments are underrepresented in the program, those Schools or departments will lose this opportunity, as will the students in those potential classes. We thus offer the following recommendations:

1. Facilitate open and difficult discussions about how it might be possible for faculty to participate while also meeting the demands of the department or School.
2. Clarify how teaching for Endeavor and SSIR counts towards teaching and promotion and/or provide appropriate recognition and incentives.
3. Continue evaluation and assessment to determine if the expansion meets its goals and meets the needs of our students. If, for instance, as the stepped expansion occurs, the program is not able to accept/accommodate a significant number of students, then solutions must be found.

### **Orientation as a First-Year Experience**

Recent changes to orientation have been geared towards inclusive practices and inclusion as a University value, including having one group of Orientation Advisors serve all pre-orientation programs (International-O, Multicultural Pre-O, and Roadmap) and New Spider Orientation. Orientation programming has been revamped to speak more fully to our community expectations, including those related to TIDE, throughout the orientation program. These changes have made strides towards our goals of inclusive excellence and thriving.

In order to better foster a welcoming and inclusive “One Spider” identity, we need to work toward a better balance of supporting the entire Spider community, individual students, and affinity groups. Currently, 35% of students begin their time on campus in a pre-orientation program, as opposed to beginning with New Spider Orientation; additionally, international students who must attend International-O represent an additional 8-10% of the incoming class, so that approximately 45% of the incoming class attends a pre-orientation program before attending a whole-community Orientation event. In addition, we need to rethink the model in which orientation is defined only as programming in a few days before classes start and Welcome Week. Orientation should instead continue throughout the first semester and the first year in its entirety. Studies show that students thrive and succeed more when “orientation is not perceived as an event but rather an ongoing process for students throughout their first year. The best orientation programs reflect the missions and values of the situation and balance students’

academic and social needs during this time of transition” (Nelson & Vetter, 2012, p. 54). Pedagogically speaking, it makes little sense to try to cram all the information needed into a few days, without amplification and repetition. Orientation leadership has continued to review offerings to ensure that the University’s TIDE values, including intercultural awareness, are communicated in multiple ways, in multiple orientation sessions. Intercultural awareness is particularly key, as:

Multiculturally aware individuals understand that personal beliefs, upbringing, biases, prejudices, and assumptions can impede the interaction with persons who do not have a similar cultural background.... Understanding others involves engaging oneself intellectually to learn more about others beyond superficial conversation or interactions.... The result of this intellectual engagement is *multicultural knowledge*, which can be gained through intrusive cognitive as well as personal immersion into the experiences and culture of those from marginalized or minoritized groups. Personal cognitive introspection of one’s own cultural identity should also be present, as well as the intellectual curiosity and understanding of other cultures. Both the awareness and knowledge components are necessary to create a multicultural skill set, for ‘without in-depth knowledge of ourselves and an equally thorough appreciation of the realities of others, it is too easy to assume that our own experiences are the norm or the reality for others’ (Pope, Reynolds, & Mueller, 2014, p. 13) (Howard-Hamilton, Cuyjet, & Cooper, 2016, pp. 14-15; see also Appendix I).

Again, only so much can be done in the opening days of the semester, and much more could be done to reinforce intercultural awareness and other critical knowledge, skills, and understanding throughout the first year.

The Orientation administrative leadership and the FYEAC have been looking into these needs and gaps. In support of their work, we provide the following recommendations:

1. Create an orientation model in which all students begin orientation together (with the exception that international students need a short introduction for legal matters), so that their first introduction to campus is as one, united community, in which all are welcome and made to *feel* welcome. The next set of programming would be opportunities for affinity or other interest groups, to support individual, intersectional identities, in ways both social and academic. Finally, students would return to whole community events, to cement our values and expectations, and to continue to strengthen community as an idea and a practice. Recent changes to orientation have been made with this eventual goal in mind, with the support of all offices involved.
2. Implement a required University 101 course, as either a one- or two-semester class, with a peer mentorship component. There is ample evidence of the value and benefits of such courses, across a wide variety of colleges and institutions (see, among others: University of South Carolina, UNIV 101 site). UNIV 101 courses revisit topics from orientation, revisiting and expanding on them, as well as introducing new ones; these include campus resources, well-being, financial literacy, how colleges work/where things are, and more. These courses also serve to level the playing field, getting rid of an assumption of prior knowledge of how to navigate college, so that students from a wide variety of

backgrounds and experiences can be equally well equipped. The most effective UNIV 101 courses involve an instructor or team of instructors, and a peer mentor attached to the course cohort. There is a growing understanding of the vital role peer mentorship plays in student thriving and success (Borstein, 2018; Selingo, 2018, p. 38). Having a peer mentor component would mirror Endeavor, and build on the current strengths of the Orientation Advisors (OAs), Peer Academic Mentors (PAMs), mentorship from the president's office, and the Peer Sexual Misconduct Advisors (PSMAs) on campus, as well as be consistent with pre-college programs, be they UR-specific, like URISE, or elsewhere.

3. Investigate and consider additional programming, beyond or in tandem with UNIV 101, throughout the first year.
4. Ensure that UNIV 101 and any additional offerings have a strong intercultural awareness component, to build on the programming and messaging of orientation. In addition, we encourage the General Education Committee to consider adding an intercultural awareness requirement, or for such a course to be a graduation requirement.
5. Ensure that UNIV 101 builds on the orientation session led by the Honor Council, with the understanding that students come to the University with different understandings of or experiences with academic integrity, including diverse cultural norms.
6. Build in mechanisms to review and potentially revise first-year programs and topics, likely every 3-4 years, which is often the lifespan of the relevance and efficacy of program and topics.

## **First-Year Housing**

Currently, our student housing software StarRez allows for students to input a series of data points to help them find roommates who are compatible in ways that are important for well-being and success – sleep habits, cleanliness, etc.

First-year students are also given the chance to select roommates based on who meets their lifestyle criteria. In 2018-19, 43% elected this option, and the remaining students were matched by StarRez. While we don't currently have adequate statistics to measure and analyze, we suspect from observation and anecdotal evidence that these students often either pick someone they already know (e.g., from the same hometown or high school) or someone recommended by a friend, or look at social media to investigate potential matches. These choices tend toward the selection of familiar or similar individuals, as opposed to individuals from different backgrounds, identities, and experiences. The friend groups of students throughout all four years can be heavily influenced by roommates they have in the first year.

We recommend the following for Residential Life and Undergraduate Student Housing:

1. Create systems so that we can collect the necessary data for a comprehensive analysis.
2. Investigate best practices among peer institutions.
3. Consider developing a system that would allow for selection according to compatibility of lifestyle, but encourages the creation of a more thriving and inclusive community.

## Academic Policies

Recent changes to academic policies have provided important steps forward for equity and thriving, and these changes have been both practical and perceptual. Standardized requirements for promotion in good standing for each academic year create equity across the student body, as well as transparency and clarity about our expectations; the changes in these standards also help us more quickly catch students who are struggling. The change in terminology from “academic suspension” to “withdrawn for academic reasons” is both a more accurate term and a kinder one, without the connotation of conduct issues or conduct-like sanctions.

We have the opportunity to be forerunners in numerous ways. There are a number of best practices for thriving and persistence that we have not yet adopted, as well as some residual policies that should be updated or changed to reflect our goals of helping students thrive as they pursue our rigorous academic curriculum, with a focus both on helping students in the risky transitional periods of the first and second years, as well for all four years. Regarding the first year, it is vital that transitional events are, and are *perceived* as, positive opportunities for growth, not “as threats to self-esteem or as challenges that are likely to result in failure” (Schreiner, 2012, pp. 1 & 9). The same holds true for transfer students, and the sophomore year has similar moments that could be opportunities instead of challenges (McIntosh & Nelson, 2012; Schreiner, Miller, Pullins, & Seppelt, 2012). Some of our academic policies and procedures, for all four years, have not been reviewed with this dynamic in mind. Both our policies and procedures themselves and the perceptions they create – or don’t create – are key:

When a transition is viewed as a positive opportunity, students are more likely to use what Bean and Eaton (2000) refer to as *approach* coping skills – seeking out information and assistance, engaging with support systems, and investing effort and energy in the transition activities. In contrast, those who perceive transition as negative are more likely to engage in *avoidance* coping mechanisms – denying the need for help or information; avoiding the situation; and using alcohol, sleep, or other distracting activities to escape from the transition events (p. 3)...Thriving college students have a positive perspective on life, what Seligman (1990) calls an *optimistic explanatory style*, which enables them to handle challenges more easily. These students’ way of appraising a transitional event is to take the long view and see the bigger picture. They view the transition as necessary and tend to detect aspects of the transition events that are opportunities for them to learn and grow (Schreiner, 2012, p. 9).

In other words, by making changes that would help students see transitional moments as positive opportunities, and not hurdles that are insurmountable or choices destined to lead to failure, we can help them better frame their view of the challenge – or the year itself – and in so doing also encourage resilience, thriving, and well-being (see also Duckworth, 2016, pp. 243-68).

We thus make the following recommendations:

1. Consider changes to the procedure for withdrawing from individual courses, in order to better find the balance of student-decision making and guidance from advisors, as well as to allow the College deans to be aware earlier of a student's struggles, and help maintain equity across the campus. Implement updated language regarding withdrawing from courses that better reflects current, appropriate practice.
2. Review our pass/fail regulations in regard to the first and second years, to aid in persistence and thriving and encourage exploration of different subjects, lessening the risk of one or two low grades either having a practical effect, for instance on financial aid, or a perceptual effect, of demoralizing the student. Many peer and aspirant universities have embraced such policies; for instance, Amherst, Caltech, Duke, MIT (including the Sloan School of Management), Middlebury, SMU (including the Cox School of Business), Swarthmore, UVA, Wellesley, and Williams all allow first- and second-year students to take courses pass/fail; at MIT, the entire first semester is graded pass/no record – an A, B, or C is a “pass,” and a D or F is not recorded (see Appendix II).
3. Evaluate our policies regarding the punitive incomplete (I), in which the notation of I remains on the transcript even after the grade is recorded, and withdrawn failing (M) to see if they are consistent with our University values and goals for thriving and persistence (see Grading Legend, <https://registrar.richmond.edu/faculty-staff/grades/legend.html>, and Appendix II).

Future changes in these areas should both meet and, as needed, exceed best practices, to meet standards for persistence and go beyond in creating and meeting standards for thriving.

#### **IV. Space and Social Opportunities**

In this section, we discuss three topics: multicultural student space; other space needs; and social opportunities. Here the importance of supporting individual students and their connections to community, and the interconnectedness of thriving, a sense of belonging, and the social opportunities available, are clear. These components are critical throughout all four years, and studies have shown they have a particularly key role in the first and sophomore years. For first-year students, “PSC [Psychological Sense of Community] (Sarason, 1974) proved to be the single variable that predicted overall thriving,” there is a clear link between “involvement and sense of community” (Nelson & Vetter, 2012, p. 51). Likewise:

Sophomores' sense of community was the major predictor of their thriving at the end of the second year of college and is comprised of four aspects: (a) *membership*, or feelings of belonging; (b) *ownership*, or the ability to make a contribution and have a voice; (c) *relationship*, or positive interactions and shared emotional connections; and (d) *partnership*, or interdependence and commitment to a common goal (Schreiner, 2010c). Specific institutional policies and practices can impact each of these aspects, communicating to students the institution's commitment to their welfare, as well as the integrity of the institutions, in the process. Equitable access to programs and services, transparency and fairness in administering policies and rules, and equal treatment and respect for students are examples of practices that can strengthen the sense of community on campus



(Braxton, Hirschy, & McClendon, 2004) (Schreiner, Miller, Pullins, & Seppelt, 2012, p. 128).

As we discuss below, we must continue to strive to make our spaces and social opportunities inclusive, equitable, and welcoming – to foster a sense of belonging, community, and involvement. We must demonstrate our investment in individual students and our communities, and in so doing help our students have a sense of their own investment – their membership, ownership, relationships, and partnerships.

## **Multicultural Student Space**

The creation of a multicultural student space has been under discussion for many years, dating back to at least the fall of 2001 (Brown, 2001; Hawbaker & Leonard, 2008). The most recent conversation began in the spring of 2017, and culminated in the fall of 2018, when the Multicultural Student Solidarity Network (MSSN) presented a report to President Crutcher and other campus stakeholders (see Appendix III). The report, “Deconstructing the Narrative: Claiming our Campus,” called for a Multicultural Student House to address needs that the students felt had been unmet through other campus initiatives. The report included consultation and letters of support with the Black Student Alliance (BSA), the Westhampton College Government Association (WCGA), the Richmond College Student Governance Association (RCSGA), and the Inclusion Diversity Equity Advocacy (IDEA) student group.

At the request of President Crutcher, and in light of the fact that the need for campus space paralleled discussions of the SSS, the co-chairs of the subcommittee along with Glyn Hughes, co-chair of the Interim Coordinating Council, began to prioritize the identification of such a space during the fall semester. After much consultation with students and appropriate staff, the Whitehurst game room was identified as a temporary space that could be made available as soon as the beginning of the spring 2019 semester. In December 2019, we submitted a proposal to President Crutcher and the cabinet that included the renovation of the space, the formation of an advisory team of staff and students for the space, and a timeline of necessary actions both to make the temporary space usable and to continue to make plans for a more permanent space solution (see Appendix III).

As of April 2019, the Whitehurst game room has been renovated for a soft opening, opened for use, and the Multicultural Student Space Advisory Committee has been formulated, comprised of elected student representatives and appointed student development staff, has begun meeting regularly to refine the proposal and articulate further their short- and long-term goals, with the anticipation of fully using the temporary space beginning in the fall 2019 semester (Moran, 2019; see Appendix III). All students on the committee will be on campus for the entirety of the three terms of the pilot and applications were solicited from the entire student body.

The pilot program is designed to collect information and determine what would be needed in a permanent space, so few recommendations are needed here. We wish only to highlight the already articulated need to collect appropriate data about space use and programming, as well as restate the concluding sentences of our fall 2018 proposal for the pilot project:

By the spring of 2020, the pilot process will clarify a unifying vision for the critical functions and structure/configuration of a permanent multicultural student space, including who it is for, what it could accomplish, what it will need, how it will be managed or governed, budgetary needs, the type of physical structure needed, and where it should be located. Consequently, a crucial element of the pilot's success, and an implication of this pilot's approval, is a pledge by University leaders to support the process and its results.

Please also see "Intersectional Student and Campus Services," below, for related recommendations.

### **Other Space Needs**

The University is actively responding to the need for a new multicultural student space, and is currently examining better ways to use space in Boatwright Library and the Commons, through the Envision Committee and the Space Utilization Committee. Several plans are in existence, pending the findings of this report and determination of funding possibilities.

There is an identified need to make campus spaces more easily and widely available, as well as create spaces that are dynamic and functional. Social spaces should provide options that promote organic activities and community and that encourage student ownership of spontaneous and planned gathering and offerings. These spaces should be able to function in ways that contribute to building affinity with both the broader University community and between individual students and student groups. Students also call for late-night hours in current spaces or other late-night dining and social gathering spaces. These needs have been actively and widely discussed for the past four years, including in the discussions and report of the Thriving and Inclusive Community Working Group (part of the Strategic Plan), many conversations among students, faculty, and student development staff, and as noted in the Keeling report (Keeling, 2019, pp. 8 and 9).

We make the following recommendations:

1. Ensure that any re-design for student spaces, especially THC and the library, supports community building between multiple identity/affinity groups and across student groups and organizations. The focus should be on dynamic and functional spaces that allow for activities and gatherings that are organic and student-driven, whether they are planned or spontaneous. Ideally, spaces will be multi-functional, meaning that they meet a defined set of multiple needs for successful flexibility of use. These spaces need to accommodate a range of activities and gatherings, including, for instance, options for recovery programs and community space for substance-free programming. Likewise, they will be able to function well across all four undergraduate class years as well as the graduate and SPCS community, and be able to be used for gatherings that bring alums and members of the greater Richmond community together with students.
2. Look at our definitions of who and what organizations merit access to spaces, how access is given, and what our policies are to ensure equitable practices. Evaluate current systems

to ensure that we offer equal access to student community spaces for programming, social gatherings, and other activities. Based on this evaluation, determine whether the current system is adequate or needs an overhaul.

3. Consider creating additional casual dining/social gathering space on the Westhampton side of the campus. This should include café space near or in the Modlin Center for the Arts that would be available to the community prior to and following public events held in Modlin. Such a space would also answer another identified need for an additional coffee shop or Cellar-like space near the apartments. This space is currently being advocated for by the Modlin Arts Alliance, with support from numerous faculty and the Dean of Westhampton.
4. Consider giving this space and one or more other spaces late-night hours. To do so would require both funding and the need to determine by whom and how these spaces are staffed.

## **Social Opportunities**

The University's diligent and creative Student Development team and their campus partners work hard to develop programming that is inclusive and respectful of all Richmond students. The division has a well-articulated mission, vision, and values statement that includes the following: "... to promote student learning and foster personal development among students in an environment that champions diversity and encourages collaboration throughout the University of Richmond community." In our conversations with the Student Development Leadership Team (both together and individually), we found a commitment to and enthusiasm for working toward a goal of inclusive excellence and thriving. Many programs and changes are already underway that will continue the focus on this commitment, which includes a dedication to continuous evaluation and assessment of needs.

In the past year, Student Development has reviewed their offerings and has added or changed a number of events designed to meet identified needs, including block parties, the Black Excellence Gala, and the Spring Concert. These offerings work in tandem with other recent programming additions. Strong examples of current collaborative and intersectional options include Spider Nights, Café con leche, Factuality, the mindfulness offerings from multiple student development offices, and Orientation and Welcome Week events. Each department within Student Development makes an effort to be attentive to the importance of designing and supporting events that are inclusive, viable, provide opportunities for student investment and ownership, and contribute to thriving. The Student Organization Budget and Appropriations Committee (SOBAC) system currently works hard to meet as many student organization needs as possible within their current budget. This year, there was a budgetary shortfall of \$44,000. SOBAC-eligible groups have been expanding to meet the needs of our diverse student population, and the budget has not been able to expand in proportion. Most of the newest organizations are small, identity- or interest-based groups, and thus contribute to student-driven TIDE efforts. According to SOBAC records, the number of multicultural affinity groups has risen in number from 21 in 2017-18 to 27 in 2018-9. As noted in the recent *Collegian* article, the need to fund our expanding and diverse student organizations "... goes back to the beginning of the SOBAC process, in which we were challenged with incorporating the University's

Strategic Plan to ensure that the social experience on our campus vis-à-vis organizational involvement is inclusive for all” (Soper & Coovadia, 2019; see also their 2019 SOBAC presentation in Appendix IV).

We make the following recommendations, which are intended to support the work already underway and focus on other areas that need attention.

1. Continue to evaluate which offerings should be discontinued, which would benefit from changes, and where there is need for new events or programs, through a TIDE lens. Pay attention to TIDE needs for both domestic and international students. In addition, we recommend evaluation across offerings in Student Development to eliminate any potential duplication or competition, continue to promote and support collaboration, and encourage intersectional programming. These analyses should focus on the range of offerings, including events, programs, traditions, and celebrations.
2. Continue support for campus-wide social opportunities that represent diverse student interests. The successful block parties and the Black Excellence Gala were piloted this past year with temporary funding from multiple offices. Additional, permanent, and equitable funding streams and processes need to be identified, which could include continued conversations with the Advancement Office.
3. Encourage mindful collaboration among student groups to meet the needs of students of all backgrounds, identities, and experiences. Focus on multilateral collaborative approaches for program planning and ensure that affinity groups are at the table, so that voices from numerous organizations are heard. These groups should include but not be limited to international, LGBTQ, and multicultural organizations.
4. Seek solutions for the budgetary shortfalls for currently existing student groups and offerings, including Spider Nights and SOBAC-eligible groups, in addition to other offerings organized both inside and outside of student development. Currently proposed is an expansion of the SOBAC budget of an additional \$75,000, so that the yearly funding allotment would be \$225,000 (see Appendix IV). Additional, permanent, and equitable funding streams and processes need to be identified, which could include continued conversations with the Advancement Office.

## **V. Student Health and Well-Being**

With the fall 2020 opening of the Well-Being Center, the campus will gain an important new facility intended to support the health and wellness of all campus students and employees. The creation of this center is a signal of the University’s dedication to well-being, and to best practices. The change in terminology from “wellness” to “well-being” signals the University’s understanding that being well involves not just the body, but mind, body, and spirit, and many of the University’s offerings signal this commitment. One notable example is the mindfulness offerings that are sponsored by a variety of departments in student development, including Counseling and Psychological Services (CAPS) and the Chaplaincy. CAPS and Student Health work hard to meet the growing and changing needs of our students. The move to a single location will aid in that work. Please also see relevant sections above, in Financial Matters, for important developments currently underway regarding health and tuition insurance. Another

highlight is the creation of the position of Chaplain for Spiritual Life, new in the 2018-19 academic year. This is an important addition that reaches students who ascribe to or wish to explore non-traditional forms of spirituality and supports those students who claim no religious background, who are a rapidly growing percentage of student populations (Monahan & Ahmed, 2019).

Opening the new facility also brings the opportunity to review and renew necessary services to continue to promote thriving and inclusion. Over time, CAPS has seen an increase in student need and not been able to expand enough to meet that need, despite getting new positions (see Appendix V). Also, CAPS does not provide summer hours for those students who remain on campus. Student Health also does not provide summer hours, and during the academic year often cannot accommodate late-day walk-in students. Student Health has two full-time and one part-time doctors, fulfilling general and specialist roles. Both offices have responsibilities for evaluation and determination of accommodations for disability services, as well. There is no campus shuttle facilitating access to these services, which is especially difficult for campus members who are ill or injured or have mobility issues.

In addition, for the first time since its creation in 1974, the Chaplaincy does not have a house on campus to serve as much needed “third space” for meaningful hospitality on campus, cultivating relationships among students, faculty, and staff of various backgrounds. It offered students the feeling of a home away from home in a quiet, welcoming, and nurturing environment. This year has reminded us anew of the need for such a space to serve as a gathering place for community members during times of joy and sorrow – there is no other space on campus that creates an intimate and home-like experience in times of need, and that can accommodate many, many people or just a few, with equal effect of community building and support.

We recommend the following:

1. Expand services provided by the staff in CAPS. Currently, students can experience long waiting times for appointments at certain times of the semester, and this spring started with a long waiting list left over from the fall. Furthermore, this academic year saw an unusually high spike in critical incidents involving student hospitalizations. An additional staff member could also help with “case management” for students hospitalized for serious mental health concerns, liaising with the hospital and working with the other support services on campus. In addition, the issue of CAPS staffing and availability during the summer in which some students remain on campus must be addressed to ensure student safety and support.
2. Consider additional services that help meet student mental health and well-being needs, supplementing and expanding the current offerings, such as TAO (Therapy Assistance Online) and group therapy, as well as wellness coaches and meditation opportunities. Continue collaboration across departments in these offerings.
3. Consider remedies for staffing for Student Health, including summer hours and late afternoon availability. In addition, students and staff have noted a need for a Sexual Health specialist on campus.
4. Support the work of the Health Services Review Team as they look at all well-being services to determine what needs are not being met.

5. Provide shuttle service for students who are in need of transport to student health or other medical facilities; consider 24-hour service as a safety measure.
6. Reestablish a Chaplain's house (1 Bostwick Lane if available, would be ideal). In addition to having been our practice until recently, having a Chaplain's house on or adjacent to campus is consistent with the practice of many of other peer and aspirant institutions, including Boston College, Bucknell, Davidson, Duke, Furman, Georgetown, Harvard, Princeton, Sewanee, and Yale.

## **VI. Whole Student Advising and Support**

In this section, we discuss four topics: disability and accessibility services; intersectional student and campus services through the Office of Multicultural Affairs and Common Ground; the Colleges and the College deans; and academic and career advising and support. In many ways, our systems and practices are ahead of the curve, as literature on best practices focuses on the importance of holistic, whole student advising and support (Parham, 2018; Selingo, 2018, pp. 25-45), which is the foundational premise of our support and advising systems. At the same time, a growing need for attention to intersectional support (Byrd, Brunn-Bevel, & Ovink, 2019; Linder & Cooper, 2016; Barnett & Felten, 2016) creates opportunities for us to reexamine ourselves through a TIDE-lens, leading to positive change that helps us remain true to the spirit and practice of our advising philosophy: the dedication to whole-student support and care that is a hallmark of the Richmond education.

### **Disability and Accessibility Services**

Those who work in disability services are known for their dedication to and care for our students who need accommodations in order to level the playing field. A strength of the current system is that the multiple positions in numerous departments across campus can work collaboratively, so that a network is in place.

Currently, however, the office is understaffed and the dedicated staff members have many different responsibilities, of which disabilities services is only one. The staff can only handle the determination of accommodations that are due to permanent disabilities, but are not able to handle temporary disabilities (e.g. concussions, broken bones, etc.); instead, the dean's offices do so, though the College deans have no training or expertise in accommodation determination.

We recommend the creation of a stand-alone disability and accessibility office with additional full-time staff. This staff should take over both permanent and temporary disability services of all kinds, including but not limited to physical, sensory, cognitive, learning, and neurological disabilities. The office should also continue to provide support to remove both physical and attitudinal barriers. We support the efforts of the newly formed Health Services Review Team to review such recommendations and best practices, including where best to house such an office. Best practice models include: the office being part of a "Student Success Center," which would put in proximity to each other: this office, the Academic Skills Center, the Advising Center, the Speech Center, and the Writing Center; or the office being part of Well-Being, in proximity to

CAPS and Student Health. Consideration should be given to hiring staff who can also provide testing for learning disorders so these tests can be done in-house, ensuring consistency and financial access for all students. Overall, the office should continue to build on the strengths of the collaborative model, while adding the strengths of a dedicated, full-time staff and streamlining processes.

**Intersectional Student and Campus Services through the Office of Multicultural Affairs (OMA) and Common Ground (CG)**

The Office of Multicultural Affairs was established in 1987, and Common Ground in 2006, and they have both been strong and vital support systems for generations of students. In University surveys, including the Keeling report (Keeling, 2019, p. 7), students rave about the support they receive from these offices, including both individual support and community/affinity support. Recent explicitly intersectional additions, such as Shades of Pride and Kaleidoscope, are celebrated by students, and work in tandem with groups such as Girl Talk, Cultural Advisors, Spider Firsts, and individual affinity groups in both offices.

Both offices share a mission to support students as individuals and communities/affinity groups, through a range of programs, groups, and events. There are also distinct differences in their missions, as seen in the following chart:

	Support	Advocacy/Organizing	Education
OMA	<ul style="list-style-type: none"> <li>• Students of Color</li> <li>• Oliver Hill Scholars</li> <li>• Faculty (helping faculty support students)</li> <li>• Community building for individual students and affinity groups</li> <li>• Runs Multicultural Pre-Orientation (Pre-O)</li> <li>• Contributes to planning New Spider Orientation and helps run some NSO programs</li> </ul>	<ul style="list-style-type: none"> <li>• For individuals from groups listed under support</li> </ul>	<ul style="list-style-type: none"> <li>• Factuality (identity awareness workshop, co-hosted with CG)</li> </ul>
CG	<ul style="list-style-type: none"> <li>• LGBTQ (all constituencies)</li> <li>• First Generation students (Spider Firsts)</li> <li>• Community building for individual students and affinity groups</li> <li>• Community building for all students and UR community as a whole</li> <li>• Faculty (helping faculty support students)</li> <li>• TIDE support for faculty organizations/offices/departments</li> <li>• Contributes to planning New Spider Orientation and helps run some NSO programs</li> <li>• Run Bias Resource Team – for faculty, staff, and students, be it involving individuals, groups, or campus-wide matters</li> </ul>	<ul style="list-style-type: none"> <li>• For individuals, groups, and organizations</li> <li>• For policies and institutional change</li> <li>• Term of Racial Justice (a resource to advance public understanding of racial justice)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill building workshops (e.g. faculty hiring; micro-aggressions and Factuality, an identity awareness workshop, co-hosted with OMA)</li> <li>• SafeZone Ally Training</li> <li>• TIDE General Education (e.g. InCommon)</li> <li>• Consultation for all constituencies</li> </ul>

As this chart shows, OMA and CG provide critical TIDE-related campus services, including support and advocacy for members of under-represented groups. One major difference is that CG's scope was created to be broader than OMA's, and because of the difference in scope, mission, and approach, their methods of support and advocacy sometimes differ as well. This can hamper or impede collaboration between the offices.

As student populations have grown and changed, OMA and CG have primarily utilized an additive approach, creating programs and support that have been successful in many ways. At the same time, students need to find and engage in intersectional and multi-modal types of support in new ways that are clear and accessible. In other words, students need full spectrum, holistic, and intersectional support, also known as "both/and" support.

Explicitly intersectional approaches to student services and identity development are established norms in recent scholarship on student development. Particularly helpful is the model of "multiple dimensions of identity (MMDI; Jones & McEwen, 2000) [which] describes ways that students may experience identity salience differently in different contexts, which illustrates the importance of context in an intersectional framework. *Identity salience* refers to the idea of the significance or presence of a particular identity for a person (Jones & McEwen, 2000)... [I]dentity salience shifts depending on the context of [students'] involvement" (Linder & Cooper, 2016, pp. 383-4). In other words, the same student who has a multilayered identity can feel more or less supported in a space or group, depending on the interaction of part of their identity with the majority within that identity group; this is often true for LGBTQ students of color, for instance.

Regarding the MMDI issue, the Center for Civic Engagement (CCE) provides a model for how to proceed, as they had a similar dynamic at work. In the 2016-2017 academic year, the Center for Civic Engagement underwent an eight-month strategic planning process, researching best practices in civic engagement, and listening deeply to community, student, faculty, and staff stakeholders to set a vision for the next five years. Most notably, the CCE made a bold shift to their student-facing programs. In the previous iteration of their structure, student programming (e.g., Bonner Scholars Program, the Built It Initiative, P.A.C.E.) and the advising of student-led initiatives were housed in separate offices. While students received much needed individualized support, surveys reported confusion and misunderstandings regarding the broader mission and purpose of the CCE's work. In addition, opportunities for programmatic collaboration went unrealized by students and staff alike. To address these challenges, the CCE reorganized into stakeholder teams – a student engagement team, a faculty engagement team, a community relationships team, an operations team, and a leadership team. The change included a shift in the use of physical space, whereby all student-facing staff members merged into one office on the second floor Tyler Haynes Commons. (Other stakeholder teams came together in a likewise manner.) As a result, students interested in the work of civic engagement now have an accessible and centralized resource to explore their interests, seek support, and co-create programmatic initiatives. In addition, community nonprofits and faculty members have dedicated teams and spaces to do the same. The dynamics that stood in their way were altered to create the opposite - opportunities.



We recommend a similar, mindful analysis, to determine how to keep the many, many strengths of these offices while addressing these dynamics, to better and more clearly serve the campus community in all the facets needed. This analysis would include a consideration as to whether a stakeholder team model, or variation thereof, would be beneficial, and would include a plan to delineate and communicate more clearly: (1) the student-focused support structures and staff responsibilities (for both individuals and affinity communities); and (2) the staff and structures overseeing institutional and divisional support for change, campus education, and advocacy (including the Bias Resource Team, also discussed above in Institution-Wide Topics). In this analysis, we should consider the needs of students of all identities, including both domestic and international students. In addition, such analysis should take into consideration that after the Multicultural Space Pilot project ends, one or more staff members will need to oversee the permanent space. Likewise, as seen in the CCE result, the physical space of the offices should be considered, and here done so in tandem with the THC space redesign project underway through the Envision Committee.

### **The Colleges and the College Deans**

The College deans' offices provide students individualized, whole-student advising, mentoring, and support throughout their academic career, from orientation to graduation. The College deans guide the academic, co-curricular, and social development of all students, and foster a thriving and inclusive campus community, advising and mentoring individual students. An integral component of this mission is to support students as they become the best versions of themselves, including programs and mentorship that help students explore how gender affects each of us as part of our multi-layered identities. Repeatedly in surveys, including the Keeling report (Keeling, 2019, p. 8), students report high levels of satisfaction with the support they get from the College deans and their offices, both as individuals and as organizations or community groups.

One of the critical strengths of this model is that the College deans are able to provide combined academic and social support for students. Other campuses divide support, often between a dean of academic affairs and a dean of student life; here, our system allows for the College deans to provide whole student support without artificial separation. Our model allows for a best practice – “a commitment to seeing students as whole people, who bring with them into the classroom a wide range of backgrounds and experiences, as well as varied social identities, and who learn not only with their minds but also with their emotions, their bodies, and their spirits”; in other words, “ a radical people-centeredness [that uses] integrated approaches to learning [and that] also sees student life and academic affairs as related and mutually reinforcing of curricular and co-curricular activities” (Schoem, Modey, & St. John, 2017, p. 246). The Colleges are an essential and central component to the University's whole student support.

With their central role in mind, the College deans have, in the past three years, made numerous, intentional changes to ensure that students of all genders are welcome and included, and to make it clear that although there are two colleges neither the Colleges nor our students are defined in a binary way. The Colleges have explicitly defined themselves in ways that acknowledge their historical origin as men's and women's colleges but that today support students across the gender

spectrum. The deans have been intentional about making language and practice inclusive, whether adjusting language to catch up to practice (in emails, letters, speeches, or on websites), or changing both language and practice. The Colleges have also worked with Undergraduate Admissions and tour guides to speak about these changes to help campus-wide implementation, as well as worked with other partners across campus.

With the incoming class of 2023, every student on campus, whether they arrived as a first-year or transfer, will have received a welcome letter from their College dean that explicitly signals our commitment supporting our gender expansive students, including the following lines:

We value our inclusive community, and celebrate each of you as an individual – please don't hesitate to reach out if you have any questions or want to share any information about yourself that you would like us to know, so that we can support you fully. I also want to highlight that we are committed to supporting our gender expansive students. I invite you to contact me so that we can ensure that we are meeting your needs.

It is also the third year of orientation programming in which the Colleges bring to the fore two deep and intersectional conversations about gender, “Thinking about Gender Matters.” In two sessions, the Colleges discuss societal constructs and the importance of expanding our understanding of gender and gendered roles, the role of society in constructing gender, how gender is a part of identity, intersectional identity, the gender spectrum, and the importance of inclusion in this context. Taken together, these are communications and conversations that very few universities offer students so early in a student's academic career, and they are conveyed in the context of our community expectations, as integral components of inclusion. They are also part of a network of intersectional conversations about gender, working in tandem with partners such as the Center for Civic Engagement (CCE), the Center for Student Involvement (CSI), the Chaplaincy, Common Ground (CG), the Office of International Education, the Office of Multicultural Affairs (OMA), and WILL\*. The University is thus taking part in nationally important conversations about gender, gender identity, and the gender spectrum, at a pivotal time in our society (Caplan-Bricker, 2019; Morris, 2017; Nicolazzo, 2016; Wade & Ferree, 2015; Yarmosky, 2019).

That said, in terms of providing whole student support overall, Richmond College is operating at partial staffing. For over two decades, both Colleges have had three deans: two deans supporting the dean of the College. This is true for Westhampton, but in 2017 one decanal position was removed from Richmond in order to meet an immediate need - to fund and create the position of the Director of Residential Life and Undergraduate Student Housing. With the rise in student mental health needs (see Appendix V), there has been a rise in need for related academic and social support, provided by the Colleges. This is only part of the wide range of student support the Colleges provide: Richmond College needs to be fully staffed.

In regard to the language and practices of inclusion, there is still much work to be done. Misperceptions and out-of-date information are still present on campus, which hamper the campus' understanding of progressive initiatives and offerings the Colleges provide; this, in turn, can impede a student's ability to thrive and our ability to create a sense of inclusion and

belonging in our communities, and can also lead to missed opportunities for important dialogue across campus. In addition, we need to continue to examine the Colleges to make sure all language and practices are inclusive. Although with the entrance of the Class of 2023 all students on campus will have been introduced to the University with the Colleges' inclusive language and practices, it is not the case that the Colleges have communicated clearly and fully with all faculty and staff, nor are the efforts of the Colleges a static or finished endeavor.

We provide the following recommendations:

1. Hire an assistant dean for Richmond College, so that they can continue to provide the depth and breadth of individual and community support needed by our campus, especially in light of increasing demand.
2. Support an active campus-wide conversation and education campaign, led by the College deans, so that the whole campus is aware of the inclusive practices and uses the updated inclusive language, as well as has the opportunity to ask questions and have open dialogue.
3. Form a team to seek out instances in which out-of-date language is still in use and to identify practices that need to be reviewed or updated. Instances of out-of-date language include web pages that have not been fully inactivated and residual language on forms or in systems.

### **Academic and Career Advising and Support**

The University offers in-depth support in a variety of ways for the advising and support of students, many of which are discussed in this section. The various offices that offer academic services have collaborated in developing wide-ranging programs and opportunities for students from all Schools to thrive and progress. These offices include the Academic Advising Resource Center (AARC), the Academic Skills Center (ASC), the Writing Center, English as a Second Language, and the Speech Center. Likewise, Career Services is working carefully, thoughtfully, and collaboratively on making their programs, services and activities reflect their values on diversity, equity and inclusion, in order to prepare our students to successfully enter and thrive in a diverse work environment. Increasingly, employers are specifically interested in candidates who have the skills, knowledge, and background to function well in today's diverse workplace. The Career Development Center has offered programs in collaboration with the College deans, Common Ground, the Office of International Education, and the Office of Multicultural Affairs, among others, and is keen to continue to pursue these jointly offered efforts. Overall, the University's advisors are dedicated and caring, and motivated to help our students.

In general, the challenges faced in these efforts are not about developing more programming that focuses on inclusive excellence, though there are some opportunities to continue to do so. The greater challenge is how to coordinate our programming to help our students gain maximum benefits and to consider the ways our services are structured and located. In regard to individual advisors, there is a range of challenges and gaps in training that needs to be addressed, and we do not yet have an adequate assessment system to determine what exactly is needed.

We thus make the following recommendations:

1. Consider a model that more closely ties together the Academic Advising Resource Center, the Academic Skills Center, the Writing Center, English as a Second Language, and the Speech Center, so that services and programs are better aligned and easier for both domestic and international students to access. Ensure academic advisors are educated about these services and how to connect students to them. Consider a Center for Student Success as one model; please see our recommendation for Disability and Accessibility Services, above.
2. Continue to evaluate our career advising and support offerings, through a TIDE lens, to eliminate any potential duplication or competition, and to continue to promote and support collaboration.
3. Continue to develop and implement assessments for our advising system, for individual advisors, as a first step toward ensuring that all students are supported adequately through academic advising.
4. Establish a realistic but thorough training for academic advisors, based on the results of the advising assessment, and that includes ways to support inclusive advising practices. An online advising training module for faculty and staff advisors, in addition to in-person activities and print materials, would be a welcome addition.
5. Consider ways that the newly formed Student Alumni Association can explicitly address the needs of graduating international students.

## **Conclusion**

As we have shown, there are numerous initiatives already underway to make the University a more equitable, thriving, and inclusive community. Equally critically, we have seen a campus-wide dedication to continuing this important work. While the recommendations in this report are many, we believe that the University has the leadership and vision to implement them, so that students of all backgrounds, identities, and experiences can thrive in and out of the classroom, and that we, as a University, are the change we want to see in the world.

## References

- Barnett, B. & Felten, P. (Eds.) (2016). *Intersectionality in action: A guide for faculty and campus leaders for creating inclusive classrooms and institutions*. Sterling, VA: Stylus.
- Bornstein, D. (2018, Oct. 2). The power of student peer leaders. *New York Times*. Retrieved from <https://www.nytimes.com/2018/10/02/opinion/college-student-aid-education.html?elqTrackId=16083159e30a48f8982df867febf3209&elq=7aedf2a6b2164046962aa839e9174182&elqaid=20789&elqat=1&elqCampaignId=9831&smid=nytcore-ios-share>.
- Brown, J. (2001, November 29). Diversity center in Commons proposed. *The Collegian*. Retrieved <https://collegian.richmond.edu/?a=d&d=COL20011129.2.15&srpos=2&e=-----en-20--1--txt-txIN-New+Directions+diversity+center----->
- Byrd, W. C., Brunn-Bevel, R. J., & Ovink, S. M. (Eds.) (2019). *Intersectionality and higher education: Identity and inequality on college campuses*. New Jersey: Rutgers University Press.
- Caplan-Bricker, N. (2019). Who is a women's college for?: As transgender students claim their space, traditionalists see an identity crisis. *The Chronicle of Higher Education*. Retrieved <https://www.chronicle.com/interactives/caplan-bricker>.
- Donnelly, J., Diaz, C., & Hernandez, F. E. (2016). OCTET and BIOTEC: A model of a summer intensive camp designed to cultivate the future generation of young leaders in STEM. *Journal of Chemical Education* 93(4), 619-625.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.
- Finley, A. P., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Washington, D.C.: Association of American Colleges and Universities.
- Interim Coordinating Council for Thriving, Inclusions, Diversity, and Equity (ICC). (2019, March 28). Final Report. University of Richmond.
- Hawbaker, R. & Leonard, K. (2008, September 25). Diversity and student experience discussed. *The Collegian*. Retrieved - <https://collegian.richmond.edu/?a=d&d=COL20080925.2.21&srpos=1&e=-----en-20--1--txt-txIN-%22multicultural+center%22----->
- Howard-Hamilton, M. F., Cuyjet, M. J., & Cooper, D. L. (2016). Understanding multiculturalism and multicultural competence among college students. In Cuyjet, J., Linder, C., Howard-Hamilton, M. F., & Cooper, D. L. (Eds.), *Multiculturalism on Campus: Theories, Models, and Practices for Understanding Diversity and Creating Inclusion* (pp.11-21). Sterling, VA: Stylus.

- Keeling & Associates (2019). *Making excellence inclusive: Final report for the University of Richmond* (Report No: 1-RCD-201801).
- Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, D.C.: Association of American Colleges and Universities.
- Kuh, G. D., O'Donnell, K., & Reed, S. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, D.C.: Association of American Colleges and Universities.
- Linder, C. & Cooper, D. L. (2016). From cultural competence to critical consciousness: Creating inclusive campus environments. In Cuyjet, J., Linder, C., Howard-Hamilton, M. F., & Cooper, D. L. (Eds.), *Multiculturalism on Campus: Theories, Models, and Practices for Understanding Diversity and Creating Inclusion* (pp. 379-92). Sterling, VA: Stylus.
- Lorde, A. (2007). *Sister outsider: Essays & speeches by Audre Lorde*. Berkeley: Crossing Press.
- McIntosh, E. J. & Nelson, D. D. (2012). Transfer students: Thriving in a new institution. In L. A. Schreiner, M. C. Louis, & D. D. Nelson (Eds.), *Thriving in transitions: A research-based approach to college student success* (pp. 111-36). Columbia, SC: USC, National Resource Center for the First-Year Experience and Students in Transition.
- Monahan, N. & Ahmed, S. (2019, April 13). There are now as many Americans who claim no religion as there are evangelicals and Catholics, a survey finds. *CNN*. Retrieved <https://www.cnn.com/2019/04/13/us/no-religion-largest-group-first-time-usa-trnd/index.html>.
- Moran, M. (2019, April 22). Pilot multicultural space planned for fall 2019 semester. *The Collegian*. Retrieved <https://www.thecollegianur.com/article/2019/04/pilot-multicultural-space-planned-for-fall-2019-semester>.
- Morris, M. (2017, February 12). Five things you should know about gender trends on campus: Parenting college students in a gender diverse world. *Psychology Today (blog)*. Retrieved <https://www.psychologytoday.com/us/blog/college-wellness/201702/five-things-you-should-know-about-gender-trends-campus>
- Nelson, D. D. & Vetter, D. (2012). Thriving in the first college year. In L. A. Schreiner, M. C. Louis, & D. D. Nelson (Eds.), *Thriving in transitions: A research-based approach to college student success* (pp. 41-63). Columbia, SC: USC, National Resource Center for the First-Year Experience and Students in Transition.
- Nicolazzo, Z. (2016). *Trans\* in college: Transgender students' strategies for navigating campus life and the institutional politics of inclusion*. Sterling, VA: Stylus.

- Parham, T. A. (2018) Traversing the landscape between academic and student affairs leadership opportunities. In Gonzalez, A. K., Ching, D. M., White, L. S., & Kelly, R. D. (Eds.), *Transformational encounters: Shaping diverse college and university leaders* (pp. 223-38). Washington, D.C.: NASPA.
- Schoem, D., Modey, C., & St. John, E. P. (2017). Teaching the whole student. In Schoem, D., Modey, C., & St. John, E. P. (Eds.), *Teaching the whole student: Engaged learning with heart, mind, and spirit* (pp. 246-253). Sterling, VA: AAC&U and Stylus, 2017.
- Schreiner, L. A. (2012). From surviving to thriving during transitions. In L. A. Schreiner, M. C. Louis, & D. D. Nelson (Eds.), *Thriving in transitions: A research-based approach to college student success* (pp. 1-18). Columbia, SC: USC, National Resource Center for the First-Year Experience and Students in Transition.
- Schreiner, L.A., Miller, S.S., Pullins, T. L., & Seppelt, T. L. (2012). Beyond sophomore survival. In L. A. Schreiner, M. C. Louis, & D. D. Nelson (Eds.), *Thriving in transitions: A research-based approach to college student success* (pp. 111-36). Columbia, SC: USC, National Resource Center for the First-Year Experience and Students in Transition.
- Selingo, J. J. (2018). *The new generation of students: How colleges can recruit, teach, and serve Gen Z*. Washington, D.C.: The Chronicle of Higher Education.
- Soper, P. & Coovadia, M. (2019, April 9). Opinion: A ‘cents-ible’ look at SOBAC. Retrieved <https://www.thecollegianur.com/article/2019/04/opinion-a-cents-ible-look-at-sobac>.
- Swail, W. S., with Redd, K. E. and Perna, L. W. (2003). *Retaining minority students in higher education: A framework for success*. San Francisco: Educational Policy Institute.
- University of South Carolina. University 101 programs: Research and assessment. Retrieved [https://sc.edu/about/offices\\_and\\_divisions/university\\_101/research\\_and\\_assessment/impact/index.php](https://sc.edu/about/offices_and_divisions/university_101/research_and_assessment/impact/index.php).
- Wade, L. & Ferree, M. M. (2015). *Gender: Ideas, interactions, institutions*. New York: W. W. Norton.
- Waterman, R., & Heemstra, J. (2018). *Expanding the CURE Model: Course-based Undergraduate Research Experience*. [PDF file.] Retrieved from <https://rescorp.org/gdresources/publications/Expanding-the-CURE-Model.pdf>.
- Yarmosky, J. (2019, March 21). “I can exist here”: On gender identity, some colleges are opening up. *NPR*. Retrieved <https://www.npr.org/2019/03/21/693953037/i-can-exist-here-on-gender-identity-some-colleges-are-opening-up>.

## Appendix I

### Attributes of Intercultural Awareness

	<i>Knowledge</i>	<i>Skills</i>	<i>Attitudes</i>
<b>Awareness</b>	Knowledge of self as it relates to one's cultural identity. Knowledge of other cultures and how they are similar to or different from one's own cultural group.	Self-reflection. Ability to identify similarities and differences across cultures and the ability to articulate that with others.	Pride within one's own cultural group. No one group is better than another.
<b>Understanding</b>	Knowledgeable about issues of oppression and the effect it has on different cultural groups. Knowledgeable about interactions between multiple oppressions, such as race, gender, class, lifestyle, and religion.	Ability to see things from multiple perspectives. Understands difference in multiple contexts.	Discrimination due to one's cultural status is unjust. Assumptions about an individual cannot be based solely on one's group membership.
<b>Appreciation/ Valuing</b>	Knowledge about elements involved in social change. Knows the effect cultural differences can have in communication patterns.	Able to challenge acts of discrimination. Ability to communicate cross-culturally.	One must take risks in life. Cross-cultural interactions enhance the quality of one's life.

*Source:* From M. F. Howard-Hamilton, B. J. Richardson, and B. Shuford (1998), Promoting multicultural education: A holistic approach. *College Student Affairs Journal*, 18(1), pp. 5–17. Copyright 1998 by Dennis E. Gregory. Reprinted with permission of the author.

Taken from Hamilton, Cuyet, & Cooper, 2016, p. 15. Table 1.1 – Attributes of a Cultural Competent Student.



**Appendix II**  
**Pass/Fail, Withdrawal, and Incomplete Policies at Peer and Aspirant Institutions**

Peer and Aspirant Institutions	Limit of P/F	P/F in First/Second Year	P/F for Gen Ed	P/F for Major	Withdrawal Deadline	Withdrawn Failing (M)?	Incomplete Notation on Transcript with Grade
Amherst	2 of 32 and not more than 1 per term.	Yes	No reference.	No reference.	10th week	No	No
Boston College	No more than 1 per term / no more than six total.	Second year, not first	No	No	Drop through 5th week; Withdraw (W) through 13th week.	No	No
CalTech	First two terms all grades are P/F. Each subsequent term any student may select, two elective courses to be graded pass/fail if it is not designated as "letter grades only" course and is not specifically required for the degree sought.	Yes	Yes	No	Drop; midpoint of 8th week (of 10).	No	No
Duke	S/U. No more than 1 per term and no more than 4 total count toward graduation requirement. Can change to grade until four weeks before last day of class. Change from grade to S/U one week after drop/add.	Yes	No	No	Four weeks before last day of class / week 10.	No	Grade replaces incomplete but notation added.
Georgetown	S/U. No more than 1 per term and no more than six total.	Second year, not first	No	No	Beginning of 8th week class / after spring break.	No	No
Middlebury	Pass/D/Fail - one per term. Five total non-standard grades including AP/IB.	Yes	No	No (unless subsequently declares major and with permission of chair).	Drop through 4th week.	No	No
MIT (including Sloan School of Management)	All subjects taken in first semester are graded on a Pass or No Record scale; First-years may choose up to three General Institute Requirements (GIRs) to be graded on a Pass/No Record basis after their first term. Sophomores can designate a subject as Exploratory and decide after if want it recorded with grade. Juniors and seniors can choose up to two subjects P/NR.	Yes	Yes	Yes	Drop, appears as DR; deadline is 3 weeks before classes end.	No	Yes, unless granted by petition (rare).
SMU (including Cox School of Business)	P/F - one course per term; 12 total credit hours for P/F. Up to four additional PRWII courses beyond degree requirements.	Yes	No	No	End of 12th week.	No	No
Swarthmore	First semester is all C/NC. Four more C/NC classes possible. Elect C/NC within first 9 weeks of term. Students have until two weeks into next term to "reveal" CR true grade - except first term.	Yes	Yes	No	9th week.	No	No
UVA	CR/NC. Total maximum of 24 of 120 credits.	Yes	No	No	8th week.	No	No
Wake Forest	Change from P/F to grade through 12th week. Change from grade to P/F during add/drop.	Second year, not first	No	No	Drop through 26th class day. Withdraw (W) through 5 days after midterm grades are due.	No	No
Wellesley	Unlimited CR/NC, but must take at least 12 courses for grade to be eligible for Latin Honors.	Yes	Yes	Yes	Any time in semester.	No	Yes
William and Mary	Only juniors and seniors, 1 course per term.	No	No	No	End of 9th week.	No	No
Williams	Total of 3. Only one per term. If fifth course in term can decide P/F up to week 10.	Yes	No	Only for first class towards major.	10th week (once in first year, once in subsequent years).	No	No reference.

## Appendix III

### Multicultural Student Space Proposal

Submitted by request by Mia Reinoso Genoni (PAC co-chair SSS), Glyn Hughes (ICC co-chair), Ellen Sayles (PAC co-chair SSS), with thanks to all who contributed.

**DRAFT**

**12/14/18**

#### **ABSTRACT**

*Student interest in developing a designated multicultural student space aligns well with institutional priorities in this moment. To seize on this opportunity, we recommend that a cluster of spaces in Whitehurst be altered and made available as a pilot multicultural student space as a first step toward developing a permanent space for multicultural students.*

#### **CONTEXT**

In his charge to the President's Advisory Committee (PAC) on Making Excellence Inclusive, President Crutcher noted that the last two decades have seen rapid diversification of experiences, backgrounds, and identities within the student body, including a significant increase in the number of students of color enrolled at the University. As President Crutcher noted:

Cultivating a thriving, inclusive campus environment is essential to the wellbeing of our community, but also ties directly to another important outcome: excellence. Research demonstrates that diversity helps us become better students, scholars, and colleagues. Engaging actively and collectively across lines of difference not only makes us a more welcoming place, but a smarter place. We all benefit from ensuring access to the extraordinary outcomes of a Richmond education. Doing so effectively, however, demands focused and sustained efforts.

In addition, the University of Richmond Strategic Plan—*Forging our Future, Building from Strength*—outlines the following important actions:

- Continue to enhance the accessibility of our institutional spaces so that they support the full participation of our community members.
- Redesign and program campus venues to provide vibrant social spaces that support the variety of opportunities that students seek.

Beginning in spring 2018, the PAC subcommittee on Student Support Services, in conjunction this fall with the Interim Coordinating Council (ICC), has collected information about aspects of our community that need focused attention in order to better provide for access and inclusion. Among the most strongly identified need from faculty, staff, and students alike is a designated multicultural student space.

Most recently, the Multicultural Student Solidarity Network (MSSN) submitted a detailed and specific proposal (see Appendix), building on a previous proposal from spring 2017; both speak directly to the need for a designated multicultural student space. The current MSSN proposal includes endorsements from the Black Student Alliance (BSA), Westhampton College Government Association (WCGA), Richmond College Student Government Association (RCSGA), and the IDEA (Inclusion, Diversity, Equity, Advocacy) Committee.

(The IDEA committee was founded in partnership with WCGA in the Spring of 2018, with the purpose of improving diversity and inclusivity on campus and understanding the University's history.)

The alignment of student interests with institutional priorities in this moment constitutes a significant opportunity to create a designated space for multicultural students. Thus, we propose the following:

**We propose that a cluster of rooms in Whitehurst serve as a pilot multicultural student space: the Game Room and room 109 will be repurposed; the entrance to the Dean's Den will be relocated outside of the Game Room and continue to be available to the university community; and the Whitehurst Living Room is available by reservation university-wide and, thus, can be reserved for multicultural events. We note the alterations and accommodations that this proposal may require below.**

**In addition, we propose the creation of a provisional Executive Council, a planning body to include representative students and staff who will provide leadership for both the short-term pilot project and planning for a longer-term solution.**

This proposal has recently been discussed with both student members of the PAC subcommittee and student representatives of MSSN and has been positively received, with the understanding that it is a pilot and that a mechanism for further planning and consideration of student voices be incorporated into future discussions.

This proposal outlines three phases of a pilot, preceded by a preparation period; the pilot spans three academic semesters (through spring semester 2020), subject to Executive Council feedback and planning.

## **PLANNING AND IMPLEMENTATION PHASES**

### **Preparation Phase – Dec '18 - Jan '19**

Guiding Questions:

1. What alterations to the space are needed for it to function as a provisional space?
2. What logistical and administrative steps are needed to ensure a productive pilot phase?

Actions:

Once this proposal is approved, the following actions should be considered:

- Budget planning for the required space changes and programming in the new space
- Remove current games and other furniture
- Design process to constitute the provisional Executive Council
- Complete short-term alterations for Dean's Den - make door into game room a wall and create new accessible door in elevator hallway
- Collaborate with campus partners for needed space changes and alterations
  - relocate housing/residential life storage currently in 109
  - find alternative office space for summer ACUHO-I intern

- identify alternative staff break rooms, (to replace Game Room space, which is currently used heavily by facilities and custodial staff, and to ensure equity across the campus)

### **Phase 1 – Jan '19 - April '19**

#### Guiding Questions:

1. What initial physical changes are needed to make the space viable?
2. What are the charge and responsibilities of the advisory group for the spring semester?

#### Potential Actions:

- Space will be available for clean out, cosmetic improvements, and any necessary renovations
- Application and selection of provisional Executive Council
- Council to focus initially on
  - drafting initial mission/vision for space use
  - space use/purpose
  - design/decor, necessary supplies
  - metrics to assess space use/needs/success
- Other initial space considerations may include:
  - changes to fire doors to outside space
  - updated furniture
  - potential longer-term plan for whether Dean's Den remains in the current location or will be moved to a different campus venue
  - “Duty Room” (109) repurposed and released
  - window treatments (such as shutters similar to those in RC Living Room)
- Consider additional Dean’s Den offerings to reflect adjacent multicultural space/student needs
- Consider visiting other campuses to view similar spaces or bring appropriate expert to campus to consult (director of multicultural space at peer institution, for example)
- Continue to consult with campus partners in order to foster consensus for pilot plan

### **Phase 2 – April '19 - August '19**

#### Guiding Questions:

1. What has been learned and what actions still need to be taken?
2. What other information or discussions are needed?

#### Potential Actions:

- Continue planning for long-term solutions
- Identify and secure commitment to longer-term space
- Create funding plan
- Develop fall programming calendar

### **Phase 3 – September '19 - April '20**

- Questions and actions will be determined by Executive Council in consultation with campus partners.

#### SUMMATION

The process laid out in this proposal is designed to produce greater clarity and consensus about how to best foster a vibrant and enduring multicultural student space at the University of Richmond. The key stakeholders are committed to finding an optimal solution, but the very importance of the endeavor requires more careful deliberation to better align those commitments. By the spring of 2020, the pilot process will clarify a unifying vision for the critical functions and structure/configuration of a permanent multicultural student space, including who it is for, what it could accomplish, what it will need, how it will be managed or governed, budgetary needs, the type of physical structure needed, and where it should be located. Consequently, a crucial element of the pilot's success, and an implication of this pilot's approval, is a pledge by University leaders to support the process and its results.



## MULTICULTURAL STUDENT SPACE – ADVISORY BOARD PROPOSAL March 2019

---

Building upon the Multicultural Student Space Proposal, the Multicultural Student Space Staff Advisory Group met twice to review the Multicultural Space Proposal and the Multicultural Student Space Pilot Staff Advisor Draft Charge in order to chart an action plan for actualizing the space.

As a result of these meetings, the Multicultural Student Space Advisory Board is recommending the following:

1. Merging the Staff Advisory Group and the Executive Council into one committee
2. Expounding/Clarifying the Charge of the Committee.

It is our belief that merging the committees would allow us to build upon the collective strengths of the students and staff engaged in this process, increase operational efficiency, and to demonstrate the process of creating change on campus. In addition, by clarifying the charge, we would be able to develop tactics and measurable outcomes with our work.

### *Clarified Charge*

1. Develop a plan to operationalize the multicultural student space pilot in Whitehurst Hall. [June 2019].  
This plan shall include, but not be limited to:
  - a. Hours of operation
  - b. Furnishings
  - c. Budgetary needs, including maintenance and upkeep
  - d. Staffing
  - e. Administrative unit(s) responsible for oversight
2. Determining what programmatic function(s) if any the space should provide [June 2019]
3. Plan and execute a kickoff event for the pilot space [Sept 2019]
4. Framing a sustainable long-term vision for the permanent multicultural student space [April 2020]
  - a. Conduct research on multicultural spaces to inform long-term vision
  - b. Submit recommendation for a permanent structure that would support the permanent multicultural student, campus TIDE efforts, and the broader work of multicultural affairs

### *Proposed Membership of Combined Committee*

- |   |  |
|---|--|
| 1. Anthony Crenshaw, Center for Student Involvement, ICC [Chair]          | 9. Nysa Stiell, Student                                      |
| 2. Chantelle Bernard, Office of Multicultural Affairs, PAC-MEI [Co-Chair] | 10. Shira Greer, Student                                     |
| 3. Anthony Lawrence, Student [Co-Chair]                                   | 11. Tommy Na, Student  |
| 4. Akhila Vishnubhotla, Living Learning and Roadmap Programs, PAC-MEI     | 12. Pranay Bhootra, Student                                  |
| 5. Ayoush Malik, Student  | 13. Zara Sibtain, Westhampton College Dean's Office          |
| 6. Brianna Di Silvia, Student   | 14. Steve Bisese, Student Development (ex-officio)           |
| 7. Lee Dyer, Common Ground and LGBTQ+ Campus Life, PAC-MEI                | 15. Joe Boehman, Richmond College Dean's Office (ex-officio) |
| 8. Nadia Iqbal, Student   | 16. Ashley Brock, President's Office (ex-officio)            |

### *Target Audiences*

---

The committee is recommending that the primary target populations for the space should be students of color (both domestic and international students). The space, its programming and décor should be framed with these particular population in mind.

***Revised Timeline***

March 27	Multicultural Student Space Advisory Committee Meeting
April	Multicultural Student Space Advisory Committee Meeting
June	Budget Proposal inclusive of Staffing and Furnishing Needs submitted
September	Kickoff Event



# Deconstructing the Narrative: Claiming our Campus

A report on the need for a Multicultural Student House

Enclosed find letters of support from:

- MSSN (Page 1)
- BSA (Page 6)
- WCGA & RCSGA (Page 8)
- IDEA (Page 11)



Contributors:

**TJ Tann Class of 2021**

Co-President, Multicultural Student Solidarity Network

**Kayla Connelly Class of 2021**

Co-President, Multicultural Student Solidarity Network

**Monica Stack Class of 2019**

President, Westhampton College Government Association

**Tyler York Class of 2019**

President, Richmond College Student Government Association

**Chantel Baker Class of 2019**

President, Black Student Alliance

**Sal Girma Class of 2021**

Treasurer, Black Student Alliance

**Sarah Hyman Class of 2019**

Chair of Senate, Westhampton College Government Association

**Anthony Lawrence Class of 2022**

Senator, Richmond College Student Government Association

**Cherelle Cotton Class of 2019**

Legislative Affairs Committee Chair, Westhampton College Government Association

November 7th, 2018

Dear University of Richmond Community,

We, the Multicultural Student Solidarity Network (MSSN), acknowledge that the University of Richmond has made tremendous strides in their Thriving, Inclusive, Diversity, and Equity (TIDE) campaign. In this effort, the University has sustained support for multicultural programs, the Race and Racism project, and the progressive diversification of the student body each year.

However, we are here today because the fight for equity, and inclusion is incomplete. We come to you today because the Thriving & Inclusive Community section of the University's Strategic Plan that seeks the "re-designing and programming of campus venues to provide vibrant social spaces that support the variety of opportunities that students seek," has yet to be completed.

I come to you today not just as the Co-President of MSSN, or just a Black man occupying the white space that is this campus. I come before you today as a single voice within a choir of voices that has repeatedly sung the songs of rejection, disconnection, and discomfort on this campus.

I am a vessel for student concerns on campus. I can assure you that my voice is merely a whisper among an echo of students that feel unwelcome, unwanted, and misplaced despite what the University brochures and website say.

Behind every number or statistic that touts the University of Richmond as inclusive and equitable, there is a student. A student that is more than a number. A student that matters long after they are admitted. A student that matters not only when they are called to represent "diversity" on panels and posters, but matters when they feel completely lost due to lack of accessible resources, or when they feel socially isolated because they do not have a space on campus that they can claim as their own.

Currently, there is no designated place on campus that alleviates domestic students of color from the white dominated culture that permeates our academic buildings and recreational spaces. Because of this, we are demanding a multicultural house that will serve as a place for students of color to socialize, study, and hold events. In their resolution regarding the creation of such a space, Student Government interprets "house" as a stand-alone facility designed *for* students of color to socialize, study, express themselves creatively, and organize events. We do not mean for this to be a residence hall. This space will not solely be a place that will host parties, nor will it be a library. We intend for this space to be multidimensional, a space that includes academic and social components.

As a student body we are not satisfied with the absence of space for domestic students of color on this campus. Multicultural centers and houses around the nation have been constructed to improve the daily experience of students of color. The Portlock Black Cultural Center at Lafayette College, The Multicultural Center or "MC House" at Illinois Wesleyan University, and the Brown Center for Students of Color at Brown University are only a few among a multitude of cultural centers that were built in order to address the same issues this university seeks to remedy.

Below are multiple case studies of comparable spaces at other institutions:

- I. The Portlock Black Cultural Center at Lafayette College was founded in 1970, and supports students of African, Latino, Asian, and Native American descent, as well as the LGBTQIA\* population. The center works with organizations within the community to enhance cultural awareness, embrace social and educational experiences, and serve as a central location for programs that sponsor multicultural activities. [Portlock Black Cultural Center](#)
- II. The Multicultural Resource Center (MRC) at Oberlin College [moved in 2017](#) from a room on the second floor of an on-campus academic building to a new three-story house near campus. After 20 years of being used by a variety of student groups (not all multicultural groups), this new space is decidedly dedicated to serving minority students. The new space has [more square footage](#) with study and lounge spaces, a full kitchen, and second-floor offices for staff. While not centrally located, accessibility was “one of the most important factors in considering a move”. The building includes indoor and outdoor wheelchair lifts, and MRC staff will be located in-house in order to make these staff as accessible as possible. The MRC offers crisis and trauma intervention for students, holds trainings and workshops, and hosts [social events](#). They serve not only students but alumni, faculty, staff, and local community members. Their space is open for reservation by faculty, or on a first come first serve basis.
- III. Michigan’s Trotter Multicultural Center, named after a notable Black activist, is a multipurpose cultural facility on the University of Michigan’s campus. It began as the Trotter House under the purview of a Black student affinity group which was concerned with creating spaces for members of their community. Upon its inception in 1971, the Trotter House offered a meeting space, a convention center, counseling, workshops and classes. After a fire damaged the original facility, the Trotter Multicultural Center moved to a new space, and expanded to become a multicultural center. Although the branding changed, the name remained the same in honor of William Monroe Trotter, a man whose legacy includes protest, resistance, education, and activism in the pursuit of Black emancipation in the 19th century. The Center itself is now a place where students and staff of multicultural backgrounds are welcome to hold [events and meetings](#).

In no way will this space be exclusionary, nor will it promote segregation. The Multicultural house will be inclusive in the same way the University of Richmond is inclusive. The University of Richmond from its inception was designed for white men, but over time has grown to include women, gender-nonconforming people, students of color, and people from all different backgrounds. This space from its origin will be designed by students color, for students of color, but with the intent to enhance the entire campus community. We invite all students to relish in the unique, amazing cultures that are present on this campus.

This space will be created to incite dialogue amongst students of different backgrounds, a dialogue that has been ineffective and insufficient in bringing about tangible, sustainable change. Dr. Beverly Tatum recently spoke at this University to emphasize the importance for us as a society, and campus community to close the empathy gap through creating dialogue, and the creation of a new space will be a step in the right direction in closing that gap.

We must also recognize the historical moment in which this University finds itself. While it is the 125th anniversary of the Spider, it is only the 50th anniversary of desegregation on campus.

Aside from panel discussions, the formation of committees, surveys, and the “diversity by the numbers” analytics there is nothing on this campus that is a permanent reminder of the social progress this University has made. This house will be a permanent, visible reminder that students of color were here, are here, and will remain here.

We issue this call to action with the following resolutions:

1. A Multicultural Student House *must* be a flexible space for students of color to express their emotions and share their culture with the community. It will include academic and social components. It will also manage an academic study space where a collection of Black, Asian, and Latino scholarly works will be held.
2. The multicultural house management *must* be delegated to the Multicultural Student Solidarity Network and shall be strictly prohibited from being delegated to any other department organization, or entity on or off campus. Management includes booking of spaces for events, social events, and discussions as well as the general facilitation of the house.
3. A multicultural house *must* allocate a permanent work environment for The Race and Racism Project to continue their crucial studies. This project engages students in the university’s troubling history surrounding race in a way that allows us to better face issues of race in our community today.
4. A Multicultural Student House *must* have a name with some significance. People like Leland Melvin, Barry Greene, or Madieth Malone come to mind. UR has enough buildings named for slave owners and segregationists, it is high time for a building to be renamed after trailblazing African Americans from our university’s history. This would carry additional weight given UR’s former dixie-themed mascot, and our campus location in the former capital of the Confederacy.

Given the historical context, and the fact that the University of Richmond, unlike its elite peer institutions, has failed to take the initiative to construct a multicultural house, we ask these three questions:

### **Why Not Us? Why Not Here? Why Not Now?**

In the quest for an inclusive, diverse, and equitable community we cannot stop at the creation of a multicultural space on campus. Although a space is integral in improving the experience of students of color, it is not the sole solution. And it is not the only initiative this campus must consider in fulfilling its TIDE campaign.

We recognize that the establishment of a Multicultural Student House is only a single step in cultivating our ideal community. If The University is truly committed to facing the ongoing challenges of diversity, equity, and inclusion on this campus, we believe they must actively pursue these critical goals in the near future.

In the interim,

1. The University *must* allocate a temporary space that accommodates the aforementioned needs of the Multicultural Student House as soon as possible. A renovated, re-imagined lodge facility would be the ideal staging ground to begin piloting this project **now**. To be clear, this is not what we desire as the final result. Rather, this pilot would be a short term space that exists while the university is simultaneously at-work designing and constructing a new, original house from the ground up.
2. The University *must* hire a Chief Diversity Officer whose job is to accommodate the needs, interests, and desires for multicultural students and traditionally underrepresented groups on campus. The Chief Diversity Officer must be an individual who is hired from outside of the University. The Chief Diversity Officer must also be responsible for advising MSSN in the management of the Multicultural Student House. Furthermore, The Chief Diversity Officer should be in a position that reports directly to the University President. The creation of this position should not come at the expense of any presently existing offices on this campus, such as cutting pay or adding responsibility without adding capacity.
3. The University *must* increase the U.S. minority undergraduate student population on campus.
4. The University *must* also increase the number of U.S. minority faculty across schools in the University, especially in the Robins School of Business.
5. The University *must* hire more staff to expand the Office of Multicultural Affairs. Disabilities Services must be separated from the Office of Multicultural Affairs. While the University has expanded the number of committees that tackle the issues of diversity and inclusion, it has yet to increase the capacities of the offices on campus whose jobs are centered around those same issues. The Office of Multicultural Affairs staff has worked tirelessly to accommodate the needs of all 924 students of color on campus with only 3 staff members.
6. The University *must* institutionalize the Race & Racism Project at the University of Richmond. We support the endeavors of the Race & Racism Project because it has been monumental in educating students and contributing to our overall academic experience.

These calls to action have been answered by a number of universities around the country. We acknowledge and appreciate the University's progression to remedy these ills that have infected our campus. Once again, the current climate around the University provides the opportunity to capitalize on this moment to make change.

In the same spirit we ask these three questions once more:

**Why Not Here? Why Not Us? Why Not Now?**

With anticipation,

TJ Tann  
Co-President, The Multicultural Student Solidarity Network

November 5, 2018

Student Development at University of Richmond  
410 Westhampton Way  
Richmond, Virginia 23173

Dear University of Richmond Student Development,

I write on behalf of the Black Student Alliance in support of the Multicultural Student Solidary Network's (MSSN) initiative to build a stand-alone, Multicultural House on the campus of the University of Richmond. As an organization who continually interacts with students who identify as students of color, the Black Student Alliance has heard the troubled sentiments of students who feel unwelcomed and misplaced throughout their duration at the University of Richmond to an uncontested degree.

The University of Richmond has made promises through the Strategic Plan to develop a thriving and inclusive community through increased efforts, such as designing venues and social spaces to encourage programming and opportunities for the better welfare of all students. The development of a Multicultural House will not only serve as a support space for students of color but will also be a firm statement of the University's commitment to relieving students of their ungrounded sentiments from the rejection and unwantedness that permeates through the walls of various buildings on the University of Richmond campus. This space will be built with the intention of grounding students at the University of Richmond through the use of a physical building where students are able to study, socialize, and be comfortable in their identities, which awarded them the opportunity to attend the University of Richmond, originally.

MSSN is an organization that, since its founding, has pushed for, and has successfully created, unforeseen change on the University of Richmond campus. I am beyond certain that MSSN's initiative will continue to progress their trajectory and bring value to our campus community. This initiative is a historic effort which, I gauge, will inevitably lead to increased rates in student happiness, student retention, and in the admissions of multicultural students.

The Black Student Alliance stands in solidarity with our allies of the Multicultural Solidarity Network in the creation of a Multicultural House and their dedication to fostering a campus community that is safe and welcoming for people of all backgrounds, experiences, and identities. We strongly support this initiative put forth and we hope you are equally able to see the value in this space and envision a healthier, inclusive campus community as a result of it.

We look forward to seeing this initiative come to fruition and celebrating alongside all of the visionaries and changemakers who have contributed to altering the narrative of the multicultural student experience at the University of Richmond.

With anticipation,

*Chantel Z. Baker*  
*President, Black Student Alliance*

Dear University of Richmond Student Development,

Our university is a place with strong guiding principles; it is now time that we move to enact these values.

In the strategic plan, the University of Richmond has already made “re-designing and programming campus venues to provide vibrant social spaces that support the variety of opportunities that students seek” a key initiative of the Thriving & Inclusive Community section.

Recently, conversations about such a multicultural student space have grown and multiplied at a rapid pace, as evidenced in the Listening Tour (Appendix 1). Addressing student calls for this space should be prioritized, and the realization of an intentionally multicultural house, defined as a stand-alone facility designed *for* multicultural students to socialize, study, express themselves creatively, and organize events, must be imminent. We do not desire for this house to become a residence hall, the equivalent of a fraternity lodge, or manicured office space.

**Yet, there has always been a need for a multicultural space on campus.** Student organizations have recognized a need for this space for decades. Although there have been at least 30 years of consistent need, this space has not been realized. Over the past 3 years in particular, students from various organizations, especially MSSN and BSA, have researched, defined a need, and advocated for a multicultural space at Richmond. It is time that these efforts come to fruition.

**Student Government seeks to reaffirm the expressed need for this space to the administration.** It is our duty to amplify the voices of students in pursuit of their needs, and so we join in a coordinated effort led by the Multicultural Student Solidarity Network(MSSN) and BSA, in their endeavor to establish a multicultural student house on campus.

**Having a space equates to having power and voice.** Therefore, it is only appropriate that *students* guide the process to imagine, design, and actualize such a multicultural house. Such a process would manifest a crucial element of what we seek to achieve - a true seat at the table for all students. The procedure to make possible a multicultural space and the establishment of the space itself are equally important. We see this as the first step towards cultivating a culture of true inclusivity at the university.

**Establishing a multicultural space *does* contribute to both a culture of inclusivity and equity.** It promotes the former through providing an environment where multicultural students always feel welcomed, because it is fundamentally their own. It promotes the latter by creating a home base where multicultural students can re-energize, and then further involve themselves in affairs alongside the wider student population. We envision this house as one of **empowerment, belonging, and learning**, all of which should be cornerstones of a campus community the University seeks. Beneath the roof of this house, all members of our community can come together, rather than be divided.

Both bodies, WCGA and RCSGA, have discussed, debated, and decided our position on the need for such a house.

It is with a steadfast and ongoing commitment to the betterment of this campus that we, Student Government, affirm our support of MSSN and BSA in their endeavor to establish a Multicultural Student House.



Together, with students at the helm and administration by our side, we actively strive for a thriving and inclusive future for the University of Richmond. The establishment of a multicultural house is the first step in achieving the community we desire.

Our respectful regards,

WCGA & RCSGA

### **Appendix: Quotes from the Listening Tour**

- I. “The lack of designated social locations also limits social life for non-Greek organizations on campus; multicultural organizations and students with marginalized identities regularly voiced this concern. Of the groups surveyed, 17% asked for their own location on campus to help diversify the social scene and provide more options for student life”
- II. “Students would like to see more participation in school events, greater school spirit, and more engagement with athletics and other community gatherings. Students noted that greater support needs to be given to women’s athletics and multicultural group events in particular”
- III. “All multicultural organizations met with voiced their experiences of exclusion from the larger student body, describing their difficulty connecting with faculty and administration due to consistent insensitivities. At least five groups said they felt used by the university to claim the status of diversity, instead of feeling like a valued part of campus. Students also noted student-student and student-faculty tension between races, ethnicities, and socioeconomic classes across academic and social settings”
- IV. “Students also requested the expansion of Common Ground and the Office of Multicultural Affairs to increase the number of services provided and the number and diversity of students supported.”
- V. “Of the groups surveyed, over 10% highlighted limited physical space as a barrier to students congregating and hosting a larger variety of events. Many felt that student groups with their own spaces on campus, such as fraternities, have the most social influence”
- VI. “Over 10% of groups recommended that space be exclusively set aside for those with marginalized identities. In the short term, this might call for the allowance of certain areas on campus to be used for a wider purpose. In the long term, this may mean designing new places on campus specifically for different marginalized identities. These locations would include places to congregate and hold social gatherings to bring together students across the university community.”

Dear University of Richmond Student Development,

IDEA (Inclusion Diversity Equity Advocacy) Committee was founded on the principle that more can be done on UR's campus to reconcile our University's problematic past and current climate. As it stands, University of Richmond is white dominated; it was built and developed with white people in mind.

As we recognize the 50th anniversary of our University's desegregation, we must remember that this means that for 138 of its 188 years, the University actively worked against the interests of multicultural students.

Currently, students of underrepresented identities have to be okay with or adapt themselves to the status quo, whereby social spaces tend to only be accepting of the majority. Students of color at UR face micro and macro aggressions. They have to cope with this lived experience in predominantly white spaces, which are counteractive to a healthy mental state. Putting resources towards a multicultural student space would be a meaningful show of support for students of color, as a multicultural student space would provide students with an opportunity to refuel and decompress communally.

With these factors in mind, IDEA strongly supports the creation of a multicultural student space.



# SDLT SOBAC PRESENTATION

This presentation is intended solely for SOBAC use. Unauthorized use or distribution without the explicit consent of the SOBAC Co-Chairs is prohibited.



## SOBAC Explained

Student Organization Budget and Appropriations Committee (SOBAC) process is a joint initiative between RCSGA and WCGA designed to **fairly allocate funds** to University-wide recognized organizations on an annual basis and to review the use of these funds in order to **maximize the quality of student life**.



## SOBAC Funding Priorities

1. Your organization demonstrates the ability to be good stewards with your SOBAC allocated funding throughout the year.
2. Your organization demonstrates a specific drive and focus that your group as a whole possesses so that the University at-large can benefit.
3. Your organization's application demonstrates clear thought and research when completing the application.
  - 3.1. Your organization provides evidence/justification to support your numbers.
4. Your organization explores other sources of funding on campus.
  - 4.1. Your organization demonstrates proactivity in this approach.
  - 4.2. Your organization applies for contingency funding when necessary.
5. Your organization collaborates with other on-campus groups in programs

3



## Description of Problem

The Student Organization Budget and Appropriations Committee (SOBAC) has faced **significant budget shortfalls** in the last three academic years that have adversely impacted student organizations and the inclusivity, reach, and access of student involvement opportunities. Our recommendation seeks to increase our funding pool to address this head-on.

4



## Why Student Organizations Matter

Student organizations are the primary programmers on our campus and with the exception of the fraternities and Spiderboard, they all receive SOBAC funding.

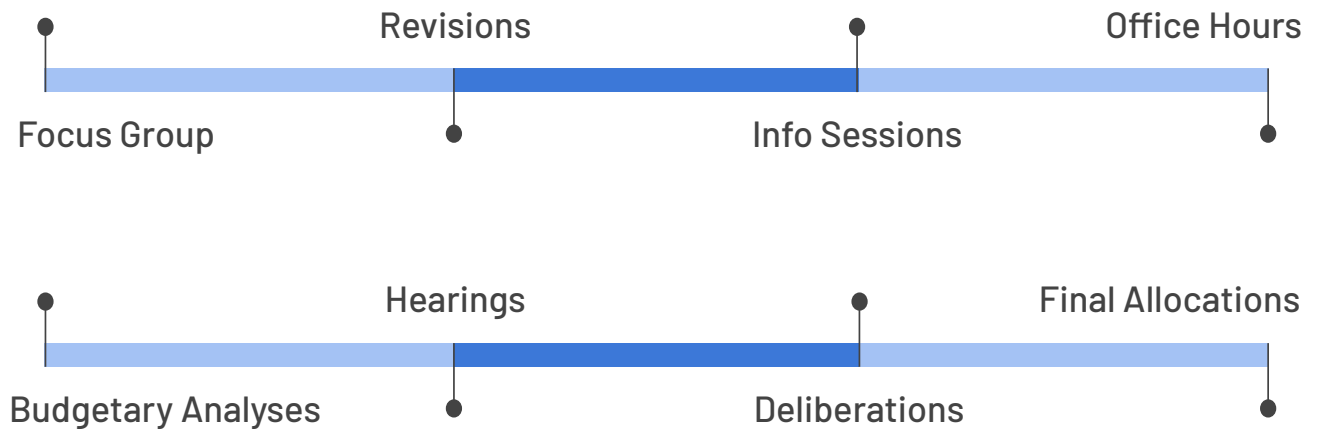
Other than the immense benefits they bring to campus and the social experience, student organizations deliver benefits to members as well, such as soft-skill development, network effects, and a truly holistic college experience.



## Situational Analysis



## SOBAC Timeline – November to April



7



“

“As we prepare the next generation of global leaders, we will center well-being, foster dynamic engagement across a wide range of perspectives and experiences, and create a learning community where all individuals are valued and respected.”

This need goes back to the beginning of the SOBAC process, in which we were challenged with incorporating the University’s **Strategic Plan** to ensure that the social experience on our campus vis-à-vis organizational involvement is inclusive for all.

*“OPINION: A ‘Cents-ible’ Look at SOBAC.” The Collegian. Accessed April 16, 2019.*

<https://www.thecollegianur.com/article/2019/04/opinion-a-cents-ible-look-at-sobac>.

8



## 2019-2020 Analytical Implications

- Significantly higher caliber of requests this year
  - Organizations were smarter and more knowledgeable about their requests.
- When we first went through the applications with our SOBAC funding priorities in mind we allocated over \$44,000.00 of our available budget.
- All organizations had to be looked at with additional scrutiny.
  - All decisions that were made are data driven and consistent across each application.



## 2019-2020 Funding Contingencies, Ranked

01	New Initiatives	Did not have the means to cover any new initiatives or ones that build upon past
02	Organizational Travel	Graduated revenue system based on Percentage of Total Expenses
03	Publication	Weighted average of the composite acapella groups' publication expenses
04	Accessible Technology	Did not fund technology available for rent on campus for free
05	Stipends	Could not justify funding stipends with the means we had available



# Recommendations



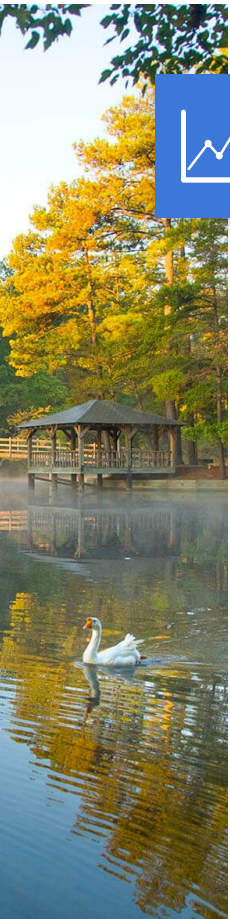
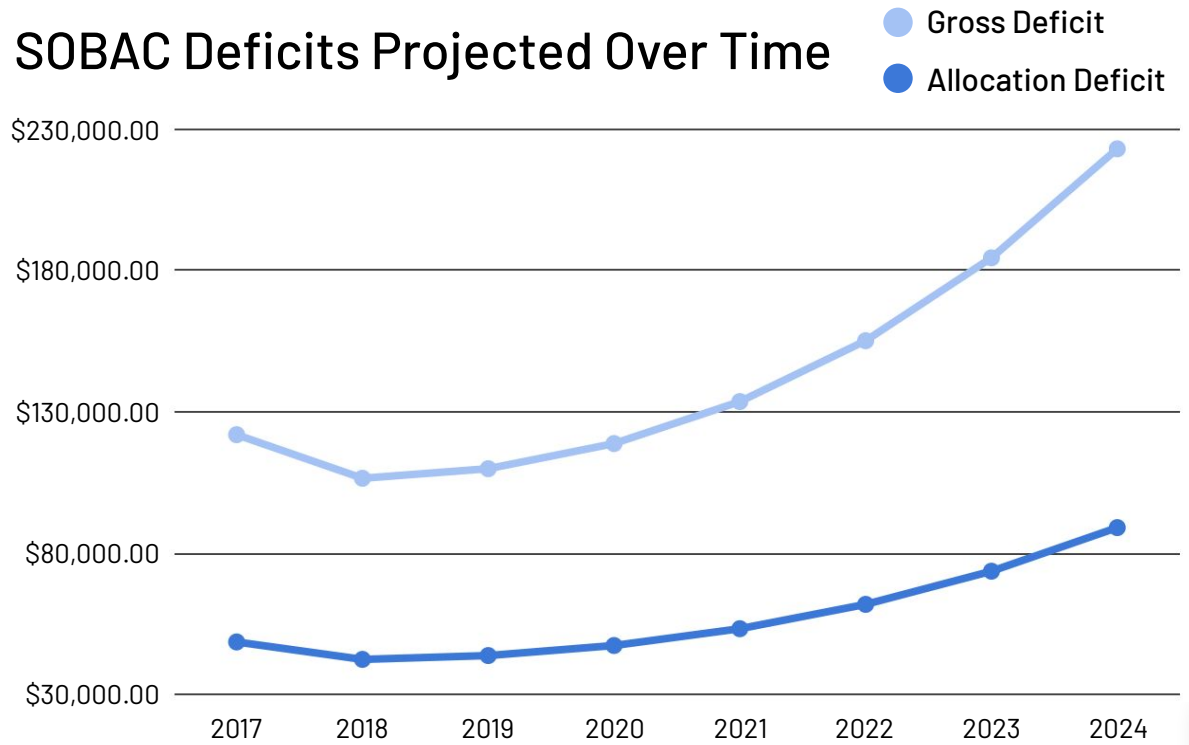
	2017-2018	2018-2019**	2019-2020
<b>Number of Orgs: Applied/Eligible</b>	55 out of 75 Organizations	57 out of 79 Organizations	72 out of 77 Organizations
<b>Gross Request</b>	\$284,943.00	\$256,738.20	\$253,870.22
<b>Gross Deficit</b>	\$121,943.00	\$106,556.02	\$109,935.75
<b>Gross Allocation</b>	\$163,000.00	\$156,894.84	\$143,934.47
<b>Average Allocation</b>	\$2,856.00	\$2,852.63	\$1,919.13
<b>Median Allocation</b>	\$1,128.00	\$1,128.11	\$ 904.18
<b>SOBAC Pool</b>	\$163,000.00	\$149,000.00	\$143,934.47

\*\*2018-2019 Gross Request/Deficit would be significantly larger, but a single \$91,702.69 request was subtracted out, of which \$0.00 was funded. Without that request, it was \$348,440.89 and \$198,258.71 respectively.





## SOBAC Deficits Projected Over Time



Based on the evidence provided, and to better support student organizations so that the social experience can thrive and be more inclusive for all student organizations, we propose a permanent increase to the SOBAC Funding Pool in the amount of:

**\$75,000.00**

This would increase the SOBAC pool to \$225,000.



## Campus-Wide Impact

- All clubs will have equal access to the exact same opportunities for funding
- A more diverse range of impactful programming will lead to a thriving and inclusive social experience
  - Students will have more opportunities to get involved on campus
  - Their involvements will be much more meaningful, personally and collectively

15



## External Factors

- The role of the Student Development Committee
  - New student organizations
- The social experience on campus at this moment
  - Unpredictability and uncertainty
- Qualitative trends that affect our decision-making

16



# Synopsis



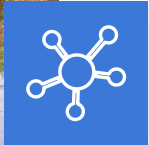
## Quantitative Takeaway

An increasing Gross Deficit over the next 5 years (\$89,140.54 by Y5)

A permanent increase to the SOBAC Pool of \$75,000.00



A funding pool of \$225,000 that would maintain current budgetary needs and encourage impactful new initiatives that contribute to a thriving and inclusive social experience on our campus for all student groups



Over the past three years, we have seen the caliber of requests rise immensely and both the quality and quantity of programs put on by student organizations increase. We are asking for \$75,000.00 to increase the SOBAC pool in order to continue to keep clubs afloat while also funding impactful new initiatives. We strongly believe that this will increase the inclusivity, access, and reach of student involvement opportunities.



**Thank You!**  
**Questions?**

## Appendix V

### CAPS Trends Over Time

	2005-6	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Unique CAPS Clients Who Met With a CAPS Counselor	409	441	469	472	512	561	587	608	634	625
Kept Counseling Appts	1340	1587	1676	1610	1958	2095	2337	2860	3197	3191
Clinical Capacity of CAPS Counseling Staff (available appt hours per week)	95	95	101	101	101	115	116	137	147	145
CAPS waitlist	No	Fall	No	No	Fall	Spring	Fall & Spring	Fall & Spring	Fall & Spring	Fall & Spring
Unique # of clients who spent any time on waitlist	NA	??	NA	NA	??	??	??	157	158	130
Ave Wait for Clients on Waitlist (only)	NA	??	NA	NA	??	??	10.3	9.9	9.3	11.2
Percent of Waitlist Clients Who Had to Wait More than 7 Days for an Appt	NA	??	NA	NA	??	??	45.3%	35.9%	31.4%	32.5%
Unique CAPS Clients Who Met With a Psychiatric	(NO CAPS PSYCHIATRIC SVCS)				94	102	111	128	143	134
Kept Psychiatric Appts					285	353	398	494	618	579
Clinical Capacity of Psychiatric Staff (available appt hours per week)					8	10	10	12*	16*	17

## CAPS Trends Over Time

	2015-16	2016-17	2017-18	2018-19
Unique CAPS Clients Who Met With a CAPS Counselor	745	721	765	830 (Est.)
Kept Counseling Appts	4209	4501	4741	??
Clinical Capacity of CAPS Counseling Staff (available appt hours per week)	169	206	225	204
CAPS waitlist	Fall & Spring	Spring	Fall & Spring	Fall & Spring
Unique # of clients who spent any time on waitlist	363	87	122	??
Ave Wait for Clients on Waitlist (only)	12	15.5	14.7	??
Percent of Waitlist Clients Who Had to Wait More than 7 Days for an Appt	52.2%	86.1%	69.7%	??
Unique CAPS Clients Who Met With a Psychiatric	163	174	194	??
Kept Psychiatric Appts	712	799	789	??
Clinical Capacity of Psychiatric Staff (available appt hours per week)	19	24	27	21