

REPORT OF THE  
AD HOC COMMITTEE  
ON INCLUSION  
**2016-2017**

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## **STAFF SUPPORT**

Elizabeth D. Orlic, *vice president and special assistant to the president & secretary of the college*

## **OPENING STATEMENT**

This report by the Ad Hoc Committee on Inclusion (AHCI) reflects on issues of diversity and inclusion that are challenging campus climate at Bowdoin and at educational institutions throughout the United States. The Committee, convened by President Clayton Rose to review and consider the recommendations offered by the spring 2016 report delivered by Camille Z. Charles and Rory Kramer (Charles/Kramer), engaged in open-minded discussions throughout the year reflecting on the issues facing Bowdoin as the College seeks to advance our current efforts toward developing a truly diverse and inclusive community.

Bowdoin has a proud history of providing bold and forward-looking leadership in many areas. While Bowdoin has worked to build a healthy and welcoming culture, our studied opinion is that the College trails the investment its peers have made in people, programs, and organization targeted at fostering and building a more inclusive community. Our report endorses and recommends moving boldly forward on two main proposals: 1) embrace the ideals of an “Inclusive Excellence<sup>1</sup> model” and 2) institute an Office of Diversity and Inclusion (ODI) and hire a senior officer to develop, with input from the community, a vision, strategy, and program to make Bowdoin a model for institutional diversity and inclusion. We have also made a number of additional recommendations that should be considered during next steps but are secondary to the primary proposals.

## **CHARGE AND SCOPE**

President Rose established the AHCI in September 2016, in response to the May 2016 Report on Diversity and Inclusion by Camille Z. Charles, Edmund J. and Louise W. Kahn Term Professor in the Social Sciences at the University of Pennsylvania, and Rory Kramer, assistant professor at Villanova University, which he also commissioned. President Rose asked AHCI members to review Charles and Kramer’s report and make recommendations to him by the end of the 2016-2017 academic year. In addition to issues of race and ethnicity addressed in the report, President Rose charged the AHCI to examine “where a lack of resources, work schedules, or other factors” undermine the ability of first-generation students and low-income students to fully participate in College activities.

President Rose charged the Committee with the following specific tasks:

1. Recommend which aspects of the report should be adopted—in whole, part, or in some modified fashion—to address the challenges and opportunities of greater inclusion for our students.

<sup>1</sup>Williams et al., “Toward a Model of Inclusive Excellence,” Association of American Colleges and Universities, 2005. “Making excellence inclusive is thus an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. A high-quality, practical liberal education should be the standard of excellence for all students. The action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.” For a full definition, see page 8 in this report.

2. Recommend what additional steps should be considered to make Bowdoin an even more inclusive campus for our students.
3. Recommend what might be done with respect to our programs, resources, and approaches to address the challenges of inclusion in ways that further enhance and encourage a central aspect of our mission—that of deep engagement and discourse by our students on the most difficult and uncomfortable ideas and issues.
4. As stated above, President Rose asked the AHCI to examine the challenges posed to first-generation students and low-income students to fully participate in College activities.

## **PROCESS**

AHCI members met monthly from October 2016 to May 2017 and convened a daylong retreat on January 20, 2017, to discuss a range of issues on diversity and inclusion at Bowdoin. Early in the process, the AHCI was briefed by Charles and Kramer, who responded to specific questions about their report and recommendations. This conversation further underscored the importance of the Committee's charge. To address the scope of recommendations contained in the Charles/Kramer report (summarized in Appendix D), four subcommittees were constituted from the full Committee. Three of the subcommittees were tasked with analyzing the major recommendations of the Charles/Kramer report, namely (1) to establish an office of diversity and inclusion, with a senior officer who would report directly to the president, (2) to revise the College curriculum to more effectively commit to the academic study of social identity and inequity, and (3) to provide training to encourage a culture of inclusivity. A fourth subcommittee was tasked with the responsibility to (4) examine the challenges of inclusion that first-generation students and low-income students experience on campus.

The four subcommittees met regularly to discuss the Charles/Kramer report, the charge from President Rose, and relevant issues of diversity and inclusion at Bowdoin. During the course of the academic year, the subcommittees solicited additional information from various constituencies on campus as well as staff in peer institutions (summarized in Appendix A), studied publications on diversity and inclusion in United States higher education, and reviewed data provided by Bowdoin's Office of Institutional Research, Analytics, and Consulting. To clarify the subcommittees' findings, all AHCI members discussed their committee work during the monthly meetings. AHCI members met with Dean of Student Affairs Tim Foster in March 2017. Additionally, in spring 2017, Interim Dean for Academic Affairs Jennifer Scanlon provided insight on curricular matters and on initiatives, programs, and training undertaken by the Office of the Dean for Academic Affairs.

The January 20, 2017, retreat provided AHCI members with the opportunity to discuss the challenges and opportunities of diversity and inclusion at the College. AHCI members engaged in a comprehensive discussion of the Charles/Kramer report and the readings cited; the campus climate for underrepresented students, faculty, and staff; and the short- and long-term goals of diversity at multiple levels of the institution. The Committee also examined how Bowdoin compared with national trends and peer institutions. In addition, Director of Institutional Research, Analytics, and Consulting Christina Finneran provided information about data collection and evaluation in support of diversity and inclusion efforts.

In response to the Charles/Kramer recommendation to establish an office and appoint a senior officer for diversity and inclusion at Bowdoin, the AHCI collected information and data about individuals, offices, centers, and committees that provide institutional support for diversity and inclusion on campus. Time was taken to reflect carefully on previous appointments of Bowdoin College administrators charged with the responsibility to coordinate diversity matters on campus. AHCI members met with relevant staff to solicit feedback on ways in which recommended changes might impact existing administrative structures at Bowdoin. Information was also solicited from over twenty-five peer institutions and interviews conducted with several chief diversity officers of these colleges. Where interviews were not possible, additional information and data from peer institutions were obtained from college websites.

In response to the Charles/Kramer recommendation on the curriculum, the AHCI conducted a partial survey of Exploring Social Differences (ESD) courses. With the help of the Office of the Registrar and the Office of Institutional Research, Analytics, and Consulting, data on how students fulfill the ESD requirement was garnered. To approach faculty perspective on the ESD requirement, the Governance and Faculty Affairs Committee, Curriculum and Educational Policy Committee, and Curriculum Implementation Committee were consulted. To obtain the perspective of students on the ESD requirement, an informal survey among students was conducted in *The Bowdoin Orient*. Through the Office of the Registrar, the AHCI obtained information about the curricula requirements at peer institutions concerning diversity, inclusion and equality. AHCI also reviewed Middlebury's "Culture and Civilizations Requirement" and Williams's "Exploring Diversity Initiative Requirement."

With regard to our investigation of the Charles/Kramer recommendation to enhance the culture of inclusivity on campus, the AHCI reviewed Bowdoin's statements and documents on diversity and inclusion, reviewed the report of Human Resources on diversity and inclusion issues, and met with the chair of the Advisory Committee for an Inclusive Community.

To respond to the charge of examining the challenges of inclusion for first-generation students and low-income students, the AHCI collected data from the Office of Institutional Research, Analytics, and Consulting. The data collected focused primarily on the academic performance of first-generation students and low-income students. The Committee interviewed College administrators and staff directly engaged with diversity and inclusion issues in student affairs and academic affairs and spoke with a group of first-generation students. The Committee also investigated how some peer institutions have responded to the needs of their first-generation students and low-income students.

## **VALUES AND VISION**

The ideals of diversity and inclusion are embedded in the Offer of the College as central to a liberal arts education.

*To be at home in all lands and all ages...  
to make hosts of friends...who are to be leaders in all walks of life;*

Joseph McKeen, in his inaugural address of 1802, said “It ought always to be remembered, that literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education.” In its statement on a liberal education, the College acknowledges the enduring relevance of McKeen’s words, particularly in light of the increasing diversity of our campus, our nation, and our world.

*The challenge of defining a “common good” and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives, and values at the same time that they find ways to contribute to the common project of living together in the world.*

This vision for the liberal arts that values diversity and inclusion as central to the institution’s mission is one of Bowdoin’s greatest strengths. However, Bowdoin must continue to move theory into practice.

The College has demonstrated a commitment to access and opportunity regardless of identity or financial means, dramatically increasing the diversity of its student body and faculty in a relatively short period of time in its institutional history. The change in Bowdoin’s composition is the direct result of decisions made by institutional leaders about the College’s structure, programs, policies, and resources. Like many peer institutions,

however, Bowdoin has found that changing the demographic profile of our student body, even substantially, cannot, on its own, create a culture in which all students actively engage diversity inside and outside of the classroom and develop a fully inclusive community in which all students feel a sense of belonging. Many of our peer institutions have taken bold steps to address this challenge. At Bowdoin, individuals and groups are making great efforts. As Charles/Kramer point out, however, these efforts are seen as “islands of innovation” rather than a concerted, institutional effort to achieve Bowdoin’s vision for a liberal arts education.

To best prepare our students to be “at home in all lands and all ages,” they must first learn what inclusivity means at a diverse Bowdoin College. While all of our students arrive at Bowdoin with strong academic credentials, exceptional talent, and ability, not all of our students feel a sense of belonging at the College after they arrive.

Before students can be “leaders in all walks of life,” they must first meaningfully engage a multitude of experiences, perspectives, and identities, and they must wrestle with the conflict and inequality inherent in that difference. In a rapidly changing and increasingly global world, our students need not only be exposed to a breadth of experiences, perspectives, and identities, they must also find strategic and practical ways to respond to the challenges of that world. With that goal, Bowdoin should serve as a living and learning laboratory for students to immerse themselves in that human endeavor.

The College understands the value of the liberal arts education to be inextricably tied to preparing our students for “*an interconnected world of widely varied cultures, interests, resources, and power,*” and challenging “*students to appreciate and contend with diversity... at the same time that they find ways to contribute to the common project of living together in the world.*” (Statement on a Liberal Education: [bowdoin.edu/academics/curriculum/statement-liberal-education](http://bowdoin.edu/academics/curriculum/statement-liberal-education).) It is because Bowdoin holds these words at the core of its mission and values that we are well positioned to be a leader among peer institutions on issues of diversity and inclusion.

To demonstrate leadership on issues of diversity and inclusion, Bowdoin needs to do more. Peer colleges and universities have taken deliberate steps, made significant investments and structural changes, and implemented programs and policies that better highlight their commitment to diversity and inclusion. The AHCI carefully studied the efforts being made here and at peer institutions and considered them in the context of our campus’s structure, climate, and values. Bowdoin is at a unique moment in its institutional history where it now has both the theoretical foundation and the human and social capital to make real this promise of a liberal arts education as articulated by McKeen. What follows is the AHCI’s best assessment of how to move forward with that objective.



## RECOMMENDATIONS

Arguably, the goals of diversity and inclusion represent the most significant challenge educational institutions face in light of demographic shifts, societal inequities, and the demands of new workforce environments. While achieving compositional diversity goals (for students, faculty, and staff) is not simple, the challenge of this work pales in comparison to the goal of “second-order” change: namely, transforming institutional culture and climate. To that end, the AHCI makes the following recommendations:

### A. Adopt an Inclusive Excellence Model

To remain true to Bowdoin’s values and vision, and to move the College to a position that other institutions seek to emulate on issues of diversity and inclusion, we need to evolve our education model to more fully embrace the integral value of diversity and inclusion in fulfilling the promise of a liberal arts education. To that end, Charles/Kramer put forward the “Inclusive Excellence” model as they assessed Bowdoin’s climate and institutional capacity to support diversity and inclusion. The Inclusive Excellence model is set forth in a series of three articles commissioned by the Association of American College and Universities (AAC&U) (2005), which the AHCI read and discussed to inform our work. Furthermore, after speaking with colleagues engaged with diversity and inclusion matters at peer institutions, it became clear that this model is considered best practice for maximizing the benefits of first-order, compositional diversity and for successfully achieving the second-order goals of developing a truly inclusive campus culture. The AHCI studied and emphatically supported the Charles/Kramer recommendation that Bowdoin should strategically frame “diversity as fundamental to a high-quality, twenty-first-century liberal arts education as a core value and as part of (our) mission.”

The full definition of the four main elements from AAC&U (“Toward a Model of Inclusive Excellence, Williams et al.) are:

1. *A focus on student intellectual and social development.* Academically, it means offering the best possible course of study for the context in which the education is offered.<sup>2</sup>
2. *A purposeful development and utilization of organizational resources to enhance student learning.* Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
3. *Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.*<sup>3</sup>

<sup>2</sup> “Best” here implies the provision of qualified instructors and sufficient resources—including other learners—as well as a sequence of study that is coherent and challenging, and one that comprehensively addresses the student learning goals of the particular institution. Contexts vary from preschool to postgraduate education, by affiliation (e.g., religious or secular), and by sector (e.g., elementary, high schools, community colleges, research universities).

<sup>3</sup> Cultural differences include race/ethnicity (e.g., Latino, Caucasian, Asian/Pacific Islander, African American, American Indian), class, gender, sexual orientation, national origin, first language, physical and learning ability, and learning style.

4. *A welcoming community that engages all of its diversity in the service of student and organizational learning.*

The AHCI found these elements provided a valuable framework to address institutional challenges and goals. This model provides a theoretical and practical strategy for moving beyond the focus of pursuing compositional diversity to the second-order goals of placing diversity and inclusion at the heart of a liberal arts education. The Committee agrees with Charles/Kramer that the Inclusive Excellence model is most effective when it is “purposefully flexible in order to facilitate appropriate, localized interpretations for individual campuses.”

**B. Establish an office for institutional diversity and inclusion and appoint a senior officer to drive efforts toward Inclusive Excellence.**

The AHCI looked beyond Bowdoin to examine models for effective efforts to push forward second-order change and transform institutional culture and practice. This vantage point highlighted structural challenges associated with Bowdoin’s current efforts. The majority of institutions examined had an office or officer charged with overseeing efforts directed at diversity and inclusion, with slightly more than 50 percent of the institutions having the equivalent of a chief diversity officer appointed at the highest level of senior staff or as a member of the president’s cabinet. Bowdoin has neither an office nor an identified officer. Additionally, and in contrast with many institutions, Bowdoin does not have a strategic plan or institutional mission statement directed at diversity and inclusion, nor does Bowdoin conduct assessments that are used to inform the community about areas of success or inequity. Furthermore, Bowdoin’s website does not direct interested individuals to a common location where prospective or current students, faculty, and staff could learn more about Bowdoin’s resources, goals, and initiatives. Our comparative analysis reinforced many limitations identified in the Charles/Kramer report.

The AHCI was impressed by the extraordinary efforts of individuals and programs at Bowdoin working to achieve diversity and inclusion goals; however, the Committee was sobered by the limitations of these more isolated efforts, an institutional approach that was generically characterized as “well-intentioned diversity clutter” by an administrator at a peer institution. One consistent message from our research centered on the inefficiencies of efforts that are not coordinated purposefully; without a strategic plan and supporting organizational structures, it is difficult to translate well-intentioned efforts into meaningful, transformational, and sustainable institutional change.

**An office and officer are key to achieving our goals of inclusivity.** The AHCI strongly believes that establishing an office and appointing an officer who is akin to a Chief Diversity and Inclusion Officer (CDIO) will drive efforts toward Inclusive Excellence in the following ways:

- An office and officer will provide executive-level, strategic, organizational direction to Bowdoin's vision for Inclusive Excellence. As identified in the Charles/Kramer report, Bowdoin's existing "islands of innovation" need to be strengthened and linked to form a coherent set of innovations. To deliver sustainable programs, respond in an agile way to emerging issues and identities, and assess the efficacy of institutional efforts, these well-intentioned and valued diversity efforts need to be linked to a coherent, strategic, and better-supported vision for the institution. An officer who is not constantly drawn "into the weeds" and charged with the day-to-day work of delivering support to constituencies, implementing programs, and conducting training, will be positioned to effectively and strategically support institutional change.
- The appointment of a CDIO and the existence of an office will provide tangible evidence of Bowdoin's institutional commitment to diversity and inclusion. Appointment of a highly qualified senior administrator will send an important message about the value that Bowdoin places on the role that diversity and inclusion play in our educational mission.
- An office and CDIO will provide leadership to drive assessment, proactive identification of emerging challenges, and the development of strategies to approach institutional learning. To meaningfully understand where Bowdoin has progressed and where challenges remain, regular assessments are needed in areas such as campus climate, student and faculty compositional diversity, and access and success for students, faculty, and staff. While institutions like Bowdoin collect increasing amounts of data, it is important to determine if we are asking appropriate questions, using disaggregated data, and collecting the most relevant data elements.
- A CDIO who is a member of the senior staff will support the president in making the most credible, informed, and inclusive institutional decisions. A CDIO appointed as a member of the president's senior staff will provide essential perspective and lend credibility to policy decisions that are made at the highest institutional levels. Institutions are faced with decisions at many levels that hold the potential to impact diversity and inclusion in ways apparent only to the CDIO, despite the presence of the most well-intentioned administrators and staff. A CDIO who is "at the table" will support a process informed by the most knowledgeable perspectives and expertise.

- An office, with appropriate staffing, will serve as a central access point for contacts, information, and resources surrounding diversity and inclusion. The Charles/Kramer report clearly identified a sense of confusion at Bowdoin about points of contact and resources. An office will address the need for a “home base” for issues of diversity and inclusion.

## **The Office and Officer: Reinforcing Strengths and the Need for a Path Forward**

During the course of our deliberative work, the Committee was challenged by the number of issues brought to our attention by fellow Committee members and by events at peer institutions and throughout the country. We were sobered by all we learned from the Charles/Kramer report regarding the challenges faced by members of underrepresented groups; furthermore, additional insights were brought to our attention regarding the struggles of other campus members, including those faced by international students and students with disabilities, as two specific examples. We recognized the frustrations shared by students who seek to have their voices heard and their identities respected and by the additional hurdles faced by underrepresented faculty and staff. It was clear that, as a Committee, we were not positioned to assess or make meaningful recommendations that could address the wide array of specific challenges that community members currently face or will face in the future. However, we believe that an office and officer provide a path to most effectively build on and reinforce our existing strengths, which include the talented individuals, valued programs, and essential student centers that provide key community support to nurture a stronger campus community that can more effectively respond to these challenges.

### **Positioning the Office and Officer for Success**

Discussions with CDIOs at peer institutions and reflections on past experiences at Bowdoin provided valuable insights into factors key to positioning a CDIO for success (see Appendix C for a complete list). One recurring theme was **the essential need to have the president of the College as the voice of the institution’s goals, strongly and enthusiastically supporting the CDIO’s critical role in driving these initiatives**. A second important theme centered on the importance of developing an institutional mission statement and strategic plan for diversity and inclusion to guide the work of the CDIO and the College. While the CDIO could facilitate discussion on these statements, this work needs to be the full responsibility of the entire institution. Finally, the professional training needed to prepare an individual to take on the role of the CDIO must be carefully considered. Peer institutions warned against the practice of hiring from within the faculty, as faculty do not have appropriate background in areas (organizational development, social science research, and social psychology) needed to effectively function in the position; however, it is also critical to make a hire that has strong faculty support.

A common concern that was raised regarding the appointment of a CDIO is one that was also identified by Charles/Kramer—namely that the appointment of an administrator may permit the community to assume that responsibility for diversity and equity is “someone else’s job.” To combat that perception, it is critical that this office be recognized as a valuable resource for organizational learning and assessment as we move toward institutional goals of Inclusive Excellence. In the most ideal sense, the CDIO would help build ideals of Inclusive Excellence “into the bones” of Bowdoin through collaborative, learning-driven approaches to institutional goals that are distinct from issues of compliance regarding workplace discrimination or sexual harassment.

## **Models for organizational structures**

In considering the creation of an office and appointment of an officer, a logical progression would be to envision ways that an office/officer would intersect with the many constituencies at Bowdoin who are currently engaged in the work of supporting diversity at Bowdoin. The AHCI felt that aspects of this endeavor extended beyond the charge of the Committee and would require more extensive conversation with the president and members of senior staff, including the question of physical space for the new office. It will be very important to consider what reporting-structure model (collaborative officer model, unit-based model, or portfolio divisional model) will work best to build on existing excellence at Bowdoin, and it will be important to consider how compliance and grievance issues will be handled. For example, Charles/Kramer recommended creating an ombudsperson position; it will be important to consider the different approaches to handling conflicts and grievances for students, faculty, and staff and to determine if these responsibilities should fall under the charges of the office.

## **ADDITIONAL RECOMMENDATIONS**

Beyond the recommendation to create an office and hire an officer for diversity and inclusion, the Charles/Kramer report contained additional valuable recommendations. The AHCI found it helpful to structure these recommendations using a modification of a framework suggested in *Diversity’s Promise for Higher Education* (Smith 2015). The remaining recommendations for achieving Inclusive Excellence at Bowdoin are presented in the context of the following categories: (1) Climate and Intergroup Relations, (2) Education and Scholarship, (3) Access and Success for Underrepresented Students, (4) Access and Success for Underrepresented Faculty and Staff, and (5) Institutional Visibility and Vitality. These categories helped the Committee organize its work. The Charles/Kramer recommendations, grouped into specific categories, have been summarized in Appendix D.

Below is a summary of the specific recommendations by the Committee, recognizing the limitations of time and resources that impacted the scope of our work. Furthermore, the Committee recognizes the additional financial implications of recommendations that appear below. While the Committee strongly supports these recommended initiatives, it views them as secondary to establishing an office of diversity and inclusion.

### **Climate and Intergroup Relations**

- Increase opportunities for training and engagement with the value and challenges presented by the goal of Inclusive Excellence through funding for annual events and the promotion of forums/panel discussions/speakers and training/workshops targeting students, faculty, and staff.

### **Education and Scholarship**

- Review distribution requirements with a particular focus on Exploring Social Differences (ESD) and International Perspectives (IP) in the context of institutional goals related to providing diversity-related content and ensuring that course offerings and course-taking patterns align with institutional goals.

The registrar's data reveal that a significant number of students in the Class of 2019 have not yet fulfilled their ESD requirement, underscoring for us the need to encourage or require that the ESD requirement be fulfilled early. The data also indicate that interdisciplinary majors take more ESD courses. We recommend that the College undertake a review of the process Bowdoin faculty use to identify courses in this category, with an eye to the criteria established by the report.

The Committee also considered the Charles/Kramer recommendation to consider “conscious efforts to create events that offer a range of ideas and philosophies on an issue and thus model intellectual disagreement without dissension,” and we recommend that the College should work to provide an alternative to academic and cocurricular events that present “polarized debates between two opposing sides, or that only consider a single side on an issue.”

### **Access and Success for Underrepresented Students**

- Improve support for students as they transition to Bowdoin by expanding Bowdoin Science Experience (BSE) into a STEM (Science, Technology, Engineering, Math) bridge program.

Our recommendation is to create a STEM BSE equivalent in the humanities and social sciences that would include gateway courses focused on writing and analysis, and which may center on the academic study of inequality. The question of stigma also needs to be explored, for while informal feedback is that students in the STEM BSE do not, generally, report such concerns, the composition of underrepresented groups in the humanities/social sciences differs from those in the sciences.

Additionally, so that students gain comfort and familiarity with the Bowdoin campus and community before the academic semester begins, a bridge program for the humanities and social sciences might be investigated.

It should be noted that Bowdoin has experimented in the past with other bridge program models with marginal success.

- Provide stronger support for first-generation students and students on significant amounts of financial aid by (1) eliminating the student contribution and first-year work requirement for aided first-year students, (2) improving transparency around funding for personal or academic needs, and (3) identifying a staff member to serve as a primary point of contact for first-generation students.

Inclusive Excellence is attentive to the cultural differences that different learners bring to Bowdoin, which can be addressed by attention to first-generation and students on significant amounts of financial aid. As charged by the president, the Committee studied the data and reviewed information about first-generation/aided students that was compiled through the Committee's work and identified three key issues that should be focused on in the next stage of this work—transition, mentorship, and belonging.

## **Transition**

**Finding:** The most consistent challenge articulated by students, staff, and faculty was the initial transition to college. All students experience transition differently. However, students who are among the first in their family to attend college and low-income students often experience a compounding of factors that make adjusting to college even more challenging. Some of these factors improve over time for students; others persist throughout their experience.

**Finding:** Academic adjustment can be a challenge for many Bowdoin students, as the amount of work and the expectations increase significantly from those of high school. However, many first-generation college students see themselves as having “made it on their own,” which means they are less likely to work in groups, engage in other help-seeking behaviors like utilizing office hours, or seek peer review of writing.

**Finding:** Socially, students also face challenges adjusting to Bowdoin. For some adjustment is about geography, climate, or leaving home for the first time. However, for many low-income students, Bowdoin is the first place they live among affluent peers, and that can be a difficult experience. More than economic, these differences often mean different access to information about institutional resources that may be valuable, particularly for students who are the first in their family to attend college. First-generation students and low-income students explain that when there is programmatic focus on these identities, they feel affirmed and motivated, but that programming can be inconsistent and at times it can feel especially isolating.

**Finding:** Family can be a complicated component of the Bowdoin experience for first-generation students and low-income students. Families with less understanding of the liberal arts can often place expectations for success on the student that are inconsistent with the ways we encourage students to explore the curriculum and engage in cocurricular activities. The College does not often communicate with families, so students are left to interpret the experience for their families at the same time they are trying to navigate it for themselves. For some first-generation students, the separation from family can feel isolating, and is sometimes accompanied by feelings of guilt or betrayal, particularly if the family is struggling financially.

## **Mentorship**

**Finding:** Students report great value when they have the opportunity to engage with a mentor who understands how their identity affects their experience, helps connect them with resources and opportunities, takes a regular interest in their adjustment and success, and normalizes their experience. Advisors who assume a more active role like BASE (Bowdoin Advising to Support Academic Excellence) advisors seem to make a significant difference for many students; however, students feel strongly that peer-to-peer mentorship is also important. Students who participate in BSE speak highly of the mentor component of the program.

## **Belonging**

**Finding:** The pressure to fit in or to fulfill some idyllic notion of what a college student should be can be overwhelming and unhealthy for many students. Transitioning to Bowdoin takes time, and the amount of time is different for each student. Many first-generation students describe feeling one step behind their peers. Mentoring and advising relationships can help students feel reassured that they belong, and that there are many ways to be a Bowdoin student. Formal programs to address the needs of first-generation students can help students find a cohort of peers with similar experiences and reassure students that the institution understands the unique gifts they bring to our community and is invested in their success.



The Ad Hoc Committee on Inclusion hopes that our recommendations for first-generation/aided students, summarized above, will play a role in addressing these findings.

### **Access and Success for Underrepresented Faculty and Staff**

- Continue efforts, including target-of-opportunity hiring, to: (1) increase the compositional diversity of the faculty and educate departments about best practices for recruiting and retaining faculty; (2) expand these efforts to staff and other relevant committees; (3) further develop training and expectations for providing high-quality mentoring to faculty and staff; and, (4) further develop ways to recognize and reward the labor by faculty and staff on whom much of the mentoring falls.

### **Institutional Viability and Vitality**

- Build diversity-related goals and self-reflection into evaluations throughout the institution.
- Develop a campus-wide strategic plan incorporating a comprehensive approach to Inclusive Excellence for the College, which would be supported annually in the College budget.
- Assess campus climate periodically (every two to three years) as related to diversity and inclusion through a campus-wide survey.

## **NEXT STEPS**

The AHCI would like to conclude our report by emphasizing the importance of College leadership in sustaining a culture of inclusion in the College, the necessity of engaging the Bowdoin community in the work of defining a vision and strategy for the College and the need for a clear process to advance the work toward Inclusive Excellence.

In considering next steps to advance institutional goals for Inclusive Excellence, the AHCI would like to emphasize **the critical role that the president must play in the process.**

Senior leadership and accountability are most important to establishing, driving, and sustaining an organizational change agenda because these elements set the tone for communicating the change vision, building organizational capacity, and attracting the necessary resources to make excellence inclusive. An Inclusive Excellence plan must be embraced by the board of trustees, president, provost, and other relevant senior administrators. Members of this senior group must be committed to establishing Inclusive Excellence as an institutional priority and creating a sense of urgency that frames this work in terms of changing demographics, moral imperatives, workforce needs, and other pressing, macro-level challenges. (Williams 2005, p 27).

Essential to the advancement of diversity and Inclusive Excellence is a shared vision of campus culture endorsed and embraced by the entire community. To best support and advance this work, the AHCI offers the following recommendations on moving forward. The AHCI recommends that President Rose convene and chair a committee representing key constituencies and including senior administrations, faculty, staff, students, and trustees that will be charged with the following tasks. First, the committee should formulate a statement of commitment (articulating goals and resources) for the newly constituted ODI and senior officer, in order to position the institution for success in hiring a senior officer. Second, the committee and CDIO should develop a mission, vision, and value statement for compositional diversity and enduring Inclusive Excellence. Third, the CDIO and that person's team should create a strategic plan for implementing their vision while continually assessing their progress toward the achievement of those goals.

Bowdoin College enjoys a long and rich history that is largely the result of our commitment to the "Common Good" and delivering on "The Offer of the College" to our students. Our more diverse campus and these times require us to make new investments in people, programming, and meaningful change to our culture and community.

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## **APPENDICES**

### **A. Individuals, Committees, Groups, and Institutions Consulted by the AHCI**

#### **Individuals:**

- Leana Amaez, associate dean of students for diversity and inclusion; AHCI member
- Andrea Cross, senior associate director of student aid; AHCI Member
- Michael Danahy, lecturer in chemistry and director of the Bowdoin Science Experience (BSE)
- Sarah Dickey, professor of anthropology; faculty liaison for advising
- Martina Duncan, registrar
- Christina Finneran, vice president of institutional research, analytics, and consulting
- Tim Foster, dean of student affairs
- Benjamin Harris, director, Student Center for Multicultural Life
- Khoa Khuong, assistant dean of first-year students
- Claudia Marroquin, director of admissions
- Sherry Mason, associate director, Career Planning Center
- Mohamed Nur, student intern, Student Center for Multicultural Life; AHCI member
- H. Roy Partridge, special assistant to the president for multicultural affairs; AHCI member
- Stephen Perkinson, chair, Advisory Committee for an Inclusive Community
- Melissa Quinby, dean of first-year students
- Jen Scanlon, interim dean for academic affairs
- Leyza Toste, associate director of human resources

#### **Committees and Groups:**

- The Committee on Governance and Faculty Affairs (GFA), for consulting faculty on curricular issues
- The Curriculum and Education Policy Committee (CEP), for consulting faculty on curricular issues
- Various student groups, Bowdoin Student Government, and students who responded to an informal survey
- A focus group of first-generation college students

**Institutions:**

We collected data regarding offices, partnerships, advisory groups, centers; administrators charged with directing diversity efforts, administrator titles, administrator background and professional training, and whether the administrator was a member of senior staff for the following peer institutions:

Allegheny College	Haverford College
Amherst College	Lafayette College
Bates College	Middlebury College
Bryn Mawr College	Pomona College
Bucknell University	Reed College
Carleton College	Smith College
Claremont McKenna College	Swarthmore College
Colby College	Vassar College
College of the Holy Cross	Union College
Connecticut College	Wellesley College
Davidson College	Wesleyan University
Dickinson College	Williams College
Grinnell College	
Hamilton College	

We received responses to surveys or conducted interviews with the individuals charged with leading diversity and inclusion efforts at the following institutions:

- Bates College
- Claremont McKenna College
- College of the Holy Cross
- Dickinson College
- Hamilton College
- Haverford College
- Middlebury College
- Union College
- Wesleyan University
- Williams College

We looked at the resources (curriculum; support programs) offered at the following peer institutions:

- Swarthmore College
- Williams College
- Stanford University
- Brown University
- Wesleyan University

## **B. Summary of Current Efforts**

Charles/Kramer noted, “There is widespread interest and commitment—across all segments of the population—to continue building a more inclusive community at Bowdoin.” (Report, p. 9) That commitment can be seen in a number of programs and policies across the campus. What follows is a summary of that work, though the list is certainly not exhaustive.

**Admissions:** Through a need-blind admissions process, staff in admissions recruits a diverse pool of applicants. Counselors build relationships with high schools and college-bound organizations both domestically and internationally, host fly-in programs for interested and admitted students from underrepresented populations, and host programs for college counselors that work with large populations of underrepresented minorities. For the past two years, Bowdoin has also hosted the CASCO (Collaborative for Access & Successful College Outcomes) Conference. A collaboration between admissions and student affairs, the conference invites professionals from a number of peer colleges, as well as high schools and college-bound organizations, to participate in a two-day think tank focused on supporting first-generation students and students of color.

**Academic Affairs:** The Office of the Dean for Academic Affairs—in collaboration with various faculty committees—implements strategies to recruit, support, and retain a diverse faculty. Most notably, over the past two years, the Office of the Dean for Academic Affairs has worked with the consulting firm Romney Associates to increase our long-term faculty diversity through better recruitment, mentoring, and retention methods with training provided to search committees and to members of the Committee on Faculty Diversity and Inclusion. Coupled with this training is a process whereby departments and programs meet with representatives from the Committee on Faculty Diversity and Inclusion and the Curriculum and Education Policy Committee to consider issues of diversity and inclusion in defining academic focus, optimizing recruitment efforts and crafting job ads when departments and programs write (re)authorized proposals for faculty positions. Additional proposals must now include mentoring plans for newly hired faculty. Academic Affairs also worked with a 2016 summer working group to consider how to best create a supportive and fair work environment for all, focusing on faculty evaluation processes, with one outcome being a modification to the Professional Activities Forms to solicit information about mentoring and advising to better recognize those components that were characterized as “invisible labor” by the Charles/Kramer report. In other work to diversify the faculty, the Office of the Dean for Academic Affairs works with the Consortium for Faculty Diversity, of which Bowdoin is a member, to identify and host postdoctoral fellows. This year, the dean for academic affairs has also reinvigorated a target-of-opportunity hiring process.

Academic affairs collaborates with student affairs to administer the Bowdoin Advising to Support Academic Excellence advising program, in which first-year students apply to participate in an intensive advising program that focuses on improving the transition to

college for students, many of whom are first-generation, low-income, and/or students of color. Together with faculty in mathematics and sciences, Bowdoin also offers incoming first-years an opportunity to participate in the Bowdoin Science Experience (BSE), an orientation program committed to developing the talents of all students interested in science and mathematics—especially those students from groups underrepresented in the sciences—including students of color, women, and first-generation college students. BSE also provides ongoing peer mentorship and work-study research experiences in faculty labs throughout a participant’s first year at Bowdoin. Additionally, the Mellon Mays Undergraduate Fellowship mentors minority students beginning in their junior year as they pursue careers in academia.

**The faculty:** The faculty have two committees that address issues of diversity and inclusion. First, the Committee on Faculty Diversity and Inclusion promotes the hiring and retention of a diverse faculty at Bowdoin by serving as outside members on tenure track searches and by undertaking other activities to increase the diversity of the faculty. Second, the Advisory Committee for an Inclusive Community, which is part of faculty governance, advises offices charged with supporting the diverse identity groups that constitute our campus community on matters pertaining to the academic and social experience of students, faculty, and staff. The Committee thus comprises two basic groups: 1) six *ex-officio* members who represent different offices supporting community on campus; and 2) ten appointed members who are part of the campus community as staff, students, and/or faculty.

**Student Affairs:** Student affairs is composed of numerous offices and initiatives regarding the support of a diverse student population. Among them: the Resource Center for Sexual and Gender Diversity and the Women’s Resource Center (to merge in fall 2017), the Student Center for Multicultural Life, the McKeen Center for the Common Good, the Teaching and Learning Center, a Gender Violence and Education Program, and Spiritual and Religious Life. Each of these offices, along with other student affairs staff, implements programming to support an atmosphere of dialogue, awareness, inclusivity, and mutual support.

The associate dean of students for diversity and inclusion serves as an advocate for underrepresented students. Additional responsibilities include: the intergroup dialogue program, working with key partners to document (through the Campus and Community Index) and respond to bias incidents in and around campus: staff training on cultural competency; data-driven assessment about student success and satisfaction; advising search committees within the Division of Student Affairs; developing strategic plans for student retention and success and for staff recruitment and retention; and developing underrepresented-student recruitment strategies and training initiatives with key partner groups. In fall 2017, this position will expand to be held by two deans, who will also codirect the newly merged Center for gender and sexuality.

The assistant dean of first-year students also serves as the advisor to international students. In addition to supporting students with travel documents, transition to college, and navigating a new culture, the dean also hosts an orientation for international students in advance of the regular orientation program.

Bowdoin also has a part-time director of accommodations who works with students with disabilities to ensure they receive necessary resources and works with students to program around issues of ability/disability.

A number of staff in the dean of student affairs office and the student center for multicultural life collaborate to host a number of programs for first-generation college students including a welcome information session, a first-year retreat for first-generation students and/or students of color, monthly dinners, and a graduation luncheon.

**Student programs:** Student-led programs account for a significant part of campus cocurricular life. There are dozens of chartered student groups (many affiliated with and/or advised by the student centers mentioned above) that focus on issues of diversity and inclusion. Those student-led groups have access to funding through the Student Affairs Funding Committee (in addition to funds sought through collaboration with various offices and departments) to implement programs that range from panels and speakers to films and concerts and even to participation in external conferences. Many programs are open to the campus community and aim to engage a wide range of students on issues of diversity and inclusion. Other programs are focused on creating a home-away-from-home for those students who are underrepresented at Bowdoin.

**The College:** The special assistant to the president for multicultural affairs serves as an advisor to the president regarding campus climate. The Office of Human Resources (HR) ensures compliance with specific policies on Title IX, on equal employment opportunity, and on freedom from discrimination. HR also participates in the Diversity Hiring Coalition of Maine and the Academic Diversity Collaborative.

The president chairs the Bias Incident Group, which reviews incidents where the perpetrator is unknown and coordinates appropriate campus response.

**Alumni:** The Alumni Council's Diversity Committee works to promote and improve leadership opportunities and alumni programing on behalf of Bowdoin's diverse alumni community and supports Bowdoin's ongoing mission to create a diverse, accepting, safe, and inclusive college community.

**The Board of Trustees:** The board of trustees addresses issues related to diversity and inclusion through the work of the Special Committee on Multicultural Affairs.

### C. Positioning the Office of Diversity and Inclusion for Success

The following list captures themes drawn from Committee discussions with Chief Diversity and Inclusion Officers (CDIO) at other institutions.

- The president needs to be committed to an institutional aspiration regarding diversity and to the work of the CDIO. The president needs to be a vocal, visible supporter of the CDIO. The president should want the CDIO as an advisor. The president should “be clearly glad the CDIO is in the room.”
- The institution and president should have a goal/mission statement regarding diversity. The development of this mission statement should not be delegated to the CDIO.
- The president needs to “set the tone” regarding the cooperation and openness expected of the members of senior staff in supporting the CDIO’s work.
- The CDIO cannot “own” diversity. The appointment of a CDIO should not leave the rest of the institution “off the hook.” It needs to be clear that the heads of all organizational units of the institution are responsible for diversity/inclusion in their unit. The CDIO collaborates and provides assistance/strategies but is not the single individual responsible for diversity at the institution.
- The CDIO needs to have exceptional interpersonal skills. To positively impact climate and culture, the CDIO needs to be able to engage with individuals and groups who hold ideas antithetical to the office. The CDIO needs to build relationships.
- The CDIO needs well-developed administrative skills. Appointing from within the faculty can be problematic; members of the faculty generally don’t have appropriate professional training and background on matters pertaining to diversity and inclusion. It is a misconception to think that knowledge in these areas can be learned on the job or quickly.
- To be effective, the CDIO needs faculty buy-in. For some institutions, this would require hiring a CDIO with background as a faculty member/PhD. The CDIO needs to be comfortable navigating different departmental cultures and leadership styles. The CDIO need to be eloquent and articulate in settings like faculty meetings.



- The CDIO needs access to appropriate resources (funding to support programming, training, and innovative initiatives; strong support from institutional research to conduct studies).
- Diversity efforts that focus only on student services are too limiting. Students will benefit when thinking about diversity is integrated into the institution at all levels (trustees, president, deans, administrators, faculty, and staff).
- The CDIO cannot take on too many responsibilities and be effective. For example, compliance/bias incidents/Title IX cannot also be the direct responsibility of the CDIO.

#### **D. Charles and Kramer Recommendations by Categories**

##### **An Office and Officer for Diversity and Inclusion**

Create an office of diversity and inclusion, with an officer who reports directly to the president for diversity and inclusion, with the following potential portfolio (p. 10-11)

1. A senior level administrator and/or rotating faculty director
2. Regular funding for annual campus events
3. A yearly Inclusive Excellence scorecard/report
4. A strategic plan for enhancing the Student Center for Multicultural Life
5. Coordinating plan with alumni relations for the creation and support of alumni affinity networks
6. An ombudsman program
7. Coordinating plan with the Office of the Dean of Student Affairs on creating/enhancing efforts to support students of color and first-generation student
8. Coordination/oversight of faculty development and provision of additional mentorship for faculty of color
9. Coordination of the faculty and staff training as discussed below

##### **Climate and Intergroup Relations**

1. Add a section to Orientation that directly addresses race. (p. 12, line 25)
2. Provide training on unconscious bias for faculty and staff that does not focus on the hiring process, but rather on unconscious bias in academic and employment settings more broadly. (p. 13, line 10)
3. Provide training/activities to better equip faculty to participate in mentoring/advising activities and expand the pool of allies for students. (p. 15, line 14)
4. Offer training to increase knowledge about racism and inequality in society. (p. 13, line 17)

5. Provide avenues to permit and encourage staff to attend campus events and engage in extended conversations with students. (p. 16, line 11)
6. Recognize individual staff who go above and beyond to support diversity and inclusion with an official award given out annually. (p. 16, line 15)
7. Provide a venue for students, staff, and faculty to discuss race, racism, and inequality, especially in times of crisis. (p. 17, line 1)

### **Education and Scholarship**

1. Orient the ESD requirement to the contemporary United States experience. (p. 11, line 23)
2. Change ESD requirement to analyze both differences and inequity. (p. 11, line 23)
3. Consider encouraging that the ESD requirement be fulfilled early in academic career. (p. 11, line 28)
4. Consider allowing first-year seminars to count toward ESD requirement to promote early engagement with academic study of differences (and inequity). (p. 11, line 29)
5. Create events that offer a range of ideas and philosophies on an issue and thus model intellectual disagreement without dissension. (p. 12, line 1)

### **Access and Success for Underrepresented Students**

1. Implement a bridge program before a student's first year that would provide academic opportunities, as well as an opportunity to gain comfort and familiarity with Bowdoin's campus and community before the academic semester begins. (p. 12, line 8)
2. Expand the Bowdoin Science Experience (BSE) into a longer program that is offered to all students interested in the sciences, as well as targeted recruitment for students with low quantitative reasoning scores who were flagged by admissions staff, students of color, and/or first-generation students. (p. 12, line 17)
3. Consider the introduction of a program similar to BSE in the humanities and/or social sciences focused on the academic study of inequality as a bridge program for non-STEM students. (p. 12, line 21)
4. Assess the efficacy of the programs through data collection (student retention in STEM majors and grades should be monitored) to ensure the program is providing a benefit. (p. 12, line 23)
5. Recommend that admissions and athletics staff continue to work together to determine how best to leverage their shared interest in diversifying the student body while also recruiting athletes with the athletic and academic ability to succeed at Bowdoin. (p. 15, line 18)
6. Better engage Bowdoin's alumni of color via affinity networks to use them as a resource to students of color. (p. 15, line 21)
7. Provide a clear policy and/or protocol for staff and faculty to request funds to support students in financial and/or personal distress. (p. 16, line 23)

## **Access and Success for Underrepresented Faculty and Staff**

1. Actively strive to diversify Bowdoin's faculty and staff. (p. 14, line 10)
2. Engage Bowdoin's alumni of color via affinity networks to leverage their social networks to enhance Bowdoin's compositional diversity when opportunities arise in hiring or recruitment. (p. 15, line 24).
3. Make available a centralized fund via the Office of Human Resources for targeted advertisement and recruiting efforts for positions. (p. 14, line 12)
4. Provide a standardized process for extending short-term positions or granting them interviews for other positions on campus after their contracts conclude. (p. 14, line 13)
5. Use regular scorecards of staff and faculty diversification to identify departments and divisions that have successfully hired and retained diverse staff/faculty. (p. 14, line 15)
6. Share best practices among divisions of the College. (p. 14, line 17)
7. Consider Consortium for Faculty Diversity (CFD) fellows for transition to tenure-track positions without shrinking the number of fellows. (p. 14, line 24)
8. Use target-of-opportunity hiring for additional lines to reward departments that see diversity as a positive part of their growth and learning for students, regardless of field. (p. 14, line 25)
9. Recognize/reward the work of mentoring and advising ("invisible labor") and encourage this work as a normal part of faculty responsibilities, with possible rewards including reporting in annual activity reports, submission of letters from students about mentoring and advising for promotion/tenure, financial incentive, course reductions, and annual advising award. (p. 15, line 1)
10. Provide a formal mentoring program to ensure that all faculty receive non-evaluative support in transitioning to Bowdoin from their previous positions. (p. 13, line 27)