

REPORT OF THE RESEARCH ON DIVERSITY AND INCLUSION GROUP – February 2018
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EXECUTIVE SUMMARY

This report addresses goals and strategies to achieve the benefits of diversity in the College of Arts and Sciences at the University of the South in five sections: structural diversity of the student body; inclusion; diversity in the classroom, including curriculum and pedagogy; informal interactional diversity; and faculty diversity.

The sections include research-recommended strategies, information on current College practice, and noteworthy practices at other institutions. The working group reviewed practices of our peer institutions, as well as of institutions recognized for their effective diversity practices.

The group **recommends** the following actions (with prioritized actions in bold):

- **Examine retention for students from underrepresented backgrounds (Latinx students in particular)**
- Increase support for first-generation students
- **Offer a course redesign academy in fall 2018**
- **Expand staffing and resources for Multicultural Center**
- Expand staffing and resources for Office of Admissions (recruitment of minority students)
- **Expand support for student athletes from underrepresented backgrounds**
- **Showcase current course offerings dealing with diversity, inclusion, and social justice**
- Support African American faculty and students through the creation of a Black Studies Center at Sewanee
- Continue and extend the initiatives begun under the duPont Grant to Increase Diversity in the Faculty
- Pursue spousal hiring for the purpose of recruitment and retention of diverse staff and faculty
- **Hire a counselor of color at the Wellness Center**
- **Increase support for minority students in areas related to research, internships and community engagement**
- Continue to develop, refine, and publicize bias response protocols
- **Encourage (through programming) informal interactional diversity**

Summary of Research on Diversity in Higher Education

As the College Board's Access and Diversity Collaborative concluded in its 2016 study, "The educational benefits of diversity are well documented."¹ Numerous research studies indicate that "[a] racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike."² These include "**retention and satisfaction** (Astin 1993; Chang 1999; Umbach and Kuh 2006), **cultural awareness** (Chang 2002; Pike 2002), **intellectual motivation and engagement** (Gurin et al. 2002; Maruyama and Moreno 2000), **ability to solve problems and evaluate arguments** (Antonio et al. 2004; Pascarella et al. 2001; Terenzini et al. 2001), **intellectual and personal self-confidence** (Hu and Kuh 2003), and **ability to integrate multiple perspectives** (Marin 2000; Pike, Kuh, and Gonyea 2007)."³ Research further indicates that diversity in higher education better prepares students for **civic participation**, by improving their ability to "understand and consider multiple perspectives, deal with the conflicts that different perspectives sometimes create, and appreciate the common values and integrative forces that harness differences in pursuit of the common good."⁴

In her expert testimony submitted in *Grutter v. Bollinger*, Patricia Gurin explains how "a diverse educational environment"⁵ fosters these positive outcomes:

Complex thinking occurs when people encounter a novel situation for which, by definition, they have no script, or when the environment demands more than their current scripts provide. Racial diversity in a college or university student body provides the very features that research has determined are central to producing the conscious mode of thought educators demand from their students.⁶

This is especially true, Gurin says, when students come from "segregated backgrounds."⁷

It is well documented, too, that structural diversity — the number of diverse students at an institution — is necessary but not sufficient for students to reap the benefits of diversity. For the benefits of diversity to flow, "institutions of higher education have to make appropriate use of structural diversity."⁸ Research indicates that the positive impacts of diversity depend on structural diversity *and* campus climate: classes being "structured and conducted in a way that takes advantage of diversity,"⁹ opportunities for informal interactions in diverse groups,¹⁰ and "opportunities for students to feel included and welcome, both in and outside the classroom."¹¹

A beneficial classroom environment requires both the structural diversity of the classroom,¹² and "the incorporation of knowledge about diverse groups into the curriculum that colleges and universities present to this more diverse array of students."¹³ The two facets are also interrelated, since "having too small a proportion of students of color [in a classroom] affects classroom opportunities for conversation" and there can be an educational cost to a student who is a solo minority in a classroom.¹⁴

Faculty diversity also plays a role in yielding the benefits of diversity. Faculty diversity can not only "be an important signal to students that diversity is an institutional priority,"¹⁵ but "provide students another opportunity for frequent and quality interactions . . . including better student recruitment and retention strategies, increased interracial interactions, and improved teaching and learning practices."¹⁶ One study also found that faculty of color perceive diversity as a more important institutional value, "suggest[ing] that as the academy becomes more diverse, support for diversity will grow."¹⁷

Given these research findings, this report addresses goals and strategies to achieve the benefits of diversity in five sections: **structural diversity of the student body; inclusion; diversity in the classroom, including curriculum and pedagogy; informal interactional diversity; and faculty diversity.**

Each section includes research-recommended strategies, information on current University practice, and noteworthy practices at other institutions. The working group reviewed practices of our peer institutions, as well as of institutions recognized for their effective diversity practices.

It is worth acknowledging the complexity of achieving diversity goals in admissions, hiring, and retention of students and faculty, and the institutional commitment required. In the words of Kellye Y. Testy, Dean of the University of Washington School of law,

What is most difficult in making progress in diversity is that the institution must work against the structural and systemic inequality that plagues every area of our society. As a result, the institution must apply even more sustained and aggressive pressure in order to overcome the significant and ubiquitous barriers to diversity and equality.¹⁸

I. Structural Diversity of the Student Body

Achieving structural diversity of the student body requires that the institution specifically define the “critical mass” of diversity that allows benefits to flow.¹⁹ The College Board’s Access and Diversity Collaborative notes that this “critical mass” is “not a quota, but a flexible range” that is dependent on the institutional context.²⁰ At this critical mass, “marginalization and isolation of minority groups decreases, full participation by all students is supported, and opportunities exist for all students to engage with those different than themselves.”²¹

To determine structural diversity goals and to track progress on those goals, research suggests reviewing quantitative data such as “enrollment, persistence, retention, and completion patterns for all students and sub-groups” for the University as a whole, in different disciplines and majors, in residence halls, and in specific courses as well as qualitative data about students’ experiences.²²

Research suggests a number of strategies for achieving structural diversity goals, which entails both recruitment and retention of underrepresented students:²³ “targeted recruitment and outreach”;²⁴ investing in materials and programs, such as application fee waivers, that target “high-achieving, low-income students”;²⁵ high school mentoring and tutoring programs;²⁶ providing “support for the college transition”;²⁷ fostering “a campus climate that supports diversity”;²⁸ creating a “sense of belonging”;²⁹ and adopting race- and socio-economic-status-sensitive admissions, tuition, and financial aid policies.³⁰ Harvard University’s National Campus Diversity Project also recommends that a university that aims to increase its compositional diversity “ha[ve] and support[] a Minority Alumni Recruitment network.”³¹

The objectives of fostering “a campus climate that supports diversity”³² and “creating a “sense of belonging”³³ are addressed in the following section of the report, “Inclusion,” and because means of promoting an inclusive climate also encourage structural diversity, there is some overlap in the discussions of university practices.

Not only do need-based financial aid awards help with enrollment of underrepresented students, but studies have shown that increasing the financial aid award for low-income students helps with retention.³⁴ Furthermore, “tuition increases disproportionately affects minority students.”³⁵

Current Practice in the College

Please see Appendix A for information about enrollment demographics by matriculation year and major and four-year graduation rates for the last five years.

An important recruitment pathway is the Bridge Program in Biomedical Sciences: “The intent of this 3-week residential program is to help a diverse group of students explore new subject matter in a collegiate environment that pushes them to engage in opportunities of a first-year college student at Sewanee. Student diversity is an important aspect of Bridge as each student’s background and experience provides a unique perspective that enriches our program and the campus community.”

<http://www.sewanee.edu/bridge/program/>

The Office of Admission offers an annual Perspective Sewanee event in the spring. Many other Sewanee offices and groups aid in the recruitment and retention of students from underrepresented backgrounds, such as the Office of Multicultural Student Affairs and the Ayres Multicultural Center; the International Student Advisor and Office of Global Citizenship; student interest groups (e.g. ADELANTE, African and Caribbean Student Association (ACASA), Black Student Union (BSU), Hispanic Organization for Latino Awareness (HOLA), Interfaith, Organization for Cross-Cultural Understanding, Asian American Student Empowerment and Networking Services, etc.). Sewanee’s relationship with the POSSE Foundation (see ADC 19) and other community-based organizations such as the Houston-based Yes Prep is another important recruiting area. Increased faculty diversity (supported in part by a three-year grant from the Jessie Ball duPont Foundation) aids in the recruitment of students from underrepresented backgrounds. Many resources contribute to the creation of a campus that supports diversity and fosters a sense of belonging, such as an array of specialized residential options (e.g. the Community Engagement House, language and theme houses, etc.), including sites such as the Bairnwick Women’s Center that provide campus-wide programming; student-led events such as Sewanee Monologues and Perpetual Motion; the Finding Your Place Program for entering first-year students; programs and students at the University’s School of Theology; and curricular offerings focused on identity and diversity issues. The Emerging Professionals Group is a pilot initiative.

Noteworthy Practices of Other Institutions

The “best” structural diversity practices of other institutions can be difficult to identify, because some of the challenges in (and solutions to) the issue of attracting and retaining students may be context-specific. That said, some small liberal arts colleges are engaged in exemplary practices that encourage and increase structural diversity. Of particular note are the practices Swarthmore College has adopted in the name of “removing barriers” to admission: application fee waives; an undocumented student policy (with a mirror web page in Spanish); need-blind admissions; all-expenses-paid travel to the college for the “Discover Swarthmore” program; all-expenses-paid travel to the college for admitted students who are first gen, low-income, or work with a community-based organization offering free advice on college admissions or financial aid; and enrollment fee waivers.

The STRIDE Peer Mentoring Program offered at Davidson College is another attractive model. “Students Together Reaching for Individual Development and Education (STRIDE) is a peer-mentoring program designed to support first-year students of color with their adjustment to Davidson College. STRIDE offers

academic, cultural, and social support as well as vital but sometimes "invisible" information about successfully navigating academic and social spaces and resources on campus. The program creates safe spaces for students from historically underrepresented backgrounds to talk openly with peers, peer mentors, staff members, and faculty members about the material and emotional challenges they face or may face as cultural and/or stigmatized minority groups."

Equally significant are statements and initiatives that make visible to applicants the importance of diversity, such as Davidson College's admissions page: "Being committed to educational access and social diversity, we encourage interested applicants to apply for admission regardless of their immigration status."

Swarthmore's Diversity@Swarthmore page includes names and contact information for faculty and staff who are dedicated to "fostering a diverse and inclusive community" and wide-ranging diversity policies "for a diverse, inclusive, and positive campus climate."

The Bobcat First! program at Bates is a notable program for first-generation college students. (<http://www.bates.edu/oie/bobcat-first/>)

Several institutions have established alumni networks. Macalester has developed the Queer Professionals Network (QPN), "a network of Macalester students and alumni who identify as LGBTQ with the aim to support both LGBTQ students and alumni in navigating professional environments and building stronger networks of support" and Alumni and Students of Color Connect. At Hamilton College, the Multicultural Alumni Relations Committee "promotes cross-cultural awareness and increased understanding of our alumni of color within the Association and the greater Hamilton community." Kenyon College is home to the Gay and Lesbian Alumni group and an Alumni of Color Mentoring Initiative.

II. Inclusion

Inclusion, the "opportunities for students to feel included and welcome," to have a "sense of belonging"³⁶ within a campus climate supportive of diversity, is not only linked to underrepresented students' well-being and personal and intellectual growth, but supports attraction and retention of underrepresented students, and allows for the meaningful interactions, informally and in the classroom, that allow the benefits of diversity to flow to all students.

The College Board's Access and Diversity Collaborative summarizes the research on the benefits of students' "sense of belonging":

Studies have shown that institutions have better retention and co-curricular programs when students have stronger levels of comfort and sense of belonging. Sense of belonging, in particular, has been shown to promote "positive and or/ pro-social outcomes such as engagement, achievement, wellbeing, happiness, and optimal functioning" for a wide range of students, including Latino students, LGBT students, first-year students, students of color in STEM majors, African-American male students, graduate students, and students involved in campus clubs and organizations.³⁷

Research suggests that inclusion is fostered by mentoring — and specifically a mentoring relationship between faculty and students;³⁸ “support services focused on certain student populations”;³⁹ student peer and affinity groups;⁴⁰ support for the transition to college; “multicultural or intercultural centers”;⁴¹ and effective “responses to intolerance, prejudice, and hate crimes,” which is also an important crisis management tool.⁴² Not only does engagement with other students from a student’s own group increase students’ sense of belonging, but one study “found that participation in ethnic student organizations is positively linked with higher rates of cross-racial interaction.”⁴³

In 2005, Harvard University’s National Campus Diversity Project noted the benefit of having “a cadre of people working on diversity,” for example “a Dean’s position supported by a variety of [personnel] who provide student programming, counseling, and support to students of color, as well as aiding in the education of majority students regarding issues of difference.”⁴⁴

Research also recommends that attention be paid to intersectionality, as “a line of studies . . . found that individuals with multiple minority identities . . . at time can experience more prejudice, discrimination, and other negative effects than those with a single minority identity.”⁴⁵

Current Practices in the College

Please see page 4 for information about current College practices related to inclusion.

Noteworthy Practices of Other Institutions

Colby College has developed the Colby Achievement Program in the Sciences (CAPS) for incoming students traditionally underrepresented in the sciences.

Swarthmore is home to a rich array of resources. The [Black Cultural Center](#) has impressive programming, facilities, and staffing. The First in Family Series includes workshops for first-generation students and connects them with first-generation faculty and staff. The Intercultural Center “provides programs and services that support the personal and intellectual development of Asian American, LatinX, Multiracial, Native American, Queer (Lesbian, Gay, Bisexual and Transgender), low-income, international, and first-generation college students.” The Richard Rubin Scholar Mentoring Program supports low-income and/or first-generation students and provides internship funding. The Student Government Organization Diversity Committee advocates for climate change within student government and in the community at large. The Summer Scholars Program is a STEM program for first-generation, low-income students who belong to a traditionally underrepresented group.

Colgate University has developed a comprehensive “Colgate for All” website with a visible 21-point action plan. This university initiative is notable for its collaborative processes, a detailed website with the history of the initiative (including all campus communication), concrete goals, University response, and status updates.

III. Diversity in the Classroom

In order for students to reap the benefits of diversity, research concludes, classrooms must be both structurally diverse and follow a curriculum and pedagogy that “takes advantage of diversity.”⁴⁶ Two researchers caution that at small liberal arts colleges, lack of structural diversity in a classroom may be a

mathematical function of small class size and the small percentage of students of any one underrepresented group.

There are a number of curricular and pedagogical strategies recommended by the research to enrich educational experience and outcomes. In the curriculum, high-impact practices include: offering courses “that help students explore cultures, life experiences, and worldviews different from their own”;⁴⁷ learning communities; service learning; study abroad; student-faculty research; senior culminating experiences; and intergroup dialogue programs. Pedagogical best practice involves including diversity-related content in class; employing active learning with a “larger role for students,” which “highlights the racial and ethnic diversity they bring”;⁴⁸ “encouraging team study and collaborative work”;⁴⁹ and “creat[ing] an inclusive, supportive classroom climate”.⁵⁰

The last of these includes engaging in “teaching practices” that “mitigate” the factors of “stereotype threat” and “racial microaggressions” that negatively influence the performance of underrepresented students, including: “Promoting an incremental rather than a fixed view of intelligence/ability”; “Providing a brief period before a test during which students write about any anxiety they may be feeling about it”; “Incorporating an exercise of self-affirmation before a test”; “Reducing experiences of isolation, tokenism, bias and devalued identity through embracing multicultural viewpoints rather than those that purport to be neutral with respect to gender, race or ethnicity”; “Promoting frequent assessment and allowing for assignment resubmission.”⁵¹

An issue in fostering these curricular and pedagogical strategies is how to encourage faculty buy-in. One researcher found that “women faculty members, more liberal faculty members, and faculty members of color have more positive views of diversity, while full professors and faculty members with more years of teaching experience are less likely to address issues of diversity in their teaching.”⁵² According to the College Board’s Access & Diversity Collaborative, “Aligning faculty development and rewards to promote pedagogical practices and curricular offerings that support the institution’s diversity and inclusion goals has been suggested by many researchers as a potentially highly effective strategy.”⁵³ The Harvard National Campus Diversity Projected noted that “[a]t a few schools,” core diversity or social justice course requirements “have spurred sincere interest in course development.”⁵⁴

Current Practices in the College

The Center for Teaching has made a commitment to developing our faculty’s capacities in the area of inclusive teaching through intentional programming in this area. Events thus far have included annual workshops by guests speakers: Professor Peter Frederick (Wabash) “Controversy and Connections in the Classroom: The Power of Stories, Social Identities, and Student Engagement in Enhancing Learning” (April 10, 2015); Dr. Hsiao-Wen Lo, “Creating an Inclusive Classroom Environment: Barriers and Strategies” (Feb. 26, 2016); and Professor Maria Trumpler (Yale), “The Inclusive Classrooms Project” (March 27, 2017). Plans are forming to host Professor Barbara Lom (Davidson) in March 2018 for a workshop on inclusive practices in STEM courses and programs. In addition to guest speakers, the CFT has organized faculty/staff groups to discuss the common book, Ta-Nehisi Coates’ *Between the World and Me*; hosted faculty discussions of trigger warnings; and designed and facilitated an annual workshop for new faculty on the inclusive classroom. They have also partnered with the Intergroup Dialogue group for faculty programs and worked with Associate Dean Skomp and others to infuse education about inclusive teaching into the August full faculty retreat.

In fall 2017, one co-director of the Center for Teaching devoted the majority of her research leave to professional development and research regarding effective practices for inclusive teaching. With the support of McCrickard funds, she is cultivating and designing resources to be shared with faculty via workshops, the CFT webpage, and in print. In addition, she is working on preliminary plans for a multi-day course redesign institute for Sewanee faculty that will have inclusive teaching as one of its central foci. Finally, she is in dialogue with the Director of Diversity and Inclusion at the Associated Colleges of the South to design a multi-day institute on inclusive pedagogies that will be made available to ACS faculty as soon as summer 2018. Future plans for the CFT include the formation of faculty/staff learning communities to discuss inclusive teaching resources and strategies and an in-depth study of the overall perception of classroom climate in Sewanee as it pertains to issues of inclusion.

Based on various workshops/conferences attended and research done by the CFT co-director, faculty development in the area of inclusive teaching is still emerging and “best practices” in this realm have not been clearly established. Short, topical workshops are often the norm at many institutions, but research indicates that sustained engagement and conversation over time may have more impact (Considine 2014; Moore 2010; Glowacki-Dudka 2012).⁵⁵ Multi-day institutes/retreats/“boot camps” on inclusive teaching have been a popular choice for Centers for Teaching and Learning to provide to their faculty (e.g., Cornell, Michigan, Columbia, James Madison), as have discussion series (Denison, University of Kentucky, Tufts, e.g.). However, research suggests the impact of these programs would also be maximized by additional contact and reflection over time. Learning communities, teaching circles, and communities of practice generally meet regularly in small groups to discuss common readings and application of theory to practice, and such programs commonly have diversity and inclusion as their theme (U Mass, Western Michigan, Miami, Centre College, e.g.). The University of Michigan CRTL offers an opportunity to join a faculty learning community that is project-based and incentivized with a small stipend (\$1,000 per person). An innovative model of faculty development programming is the use of interactive theatre, such as the Cornell Interactive Theatre Ensemble and the University of Michigan CRTL players. The CRTL Players, for instance, “use theatrical scenarios [followed by facilitated discussion] as embodied case studies” to encourage dialogue and reflection on issues like microaggressions in the classroom. Programming for specific departmental-level and disciplinary considerations is another area for potential growth. Often faculty development in this area is incentivized monetarily; Elon University, for example, offers grants of up to \$1,500 for teaching projects and enhancements related to diversity and inclusion as a part of their regular competitive grants cycle. In general, a multi-pronged approach to faculty development on inclusive teaching is best, as exemplified by UMass, Michigan, and Cornell, to list a few examples.

In addition to the efforts of the Center for Teaching, Sewanee supports and is continuing to develop numerous curricular and pedagogical initiatives related to diversity in the classroom. Of particular note are the new minor in African-American and Africana Studies, the First Year Program/Finding Your Place, Scholarship Sewanee, Intergroup Dialogue (first offered as a two-credit course in fall 2017), and the Dialogue across Difference Initiative.

As we continue to work toward a more inclusive curriculum and more inclusive pedagogical practices, the following questions merit attention: What teaching styles, assignments, methodologies, etc. do students experience as inclusive, and why? Do these experiences track with what are considered “best practices” in the literature on inclusive teaching? What areas are lacking in our curriculum from the point of view of students interested in social justice? Should we encourage Universal Design principles? How can we move beyond mere compliance in accommodating students with disabilities?

There are also significant areas, namely summer school and study abroad, in which institutional programs and resources are not equally accessible to all students.

Noteworthy Practices of Other Institutions

At Davidson, every student must take a Justice, Equality, and Community course. Students must also fulfill a cultural diversity requirement by taking a course designated by the faculty as having a significant component or focus directed at the cultural experience of a group differing from that of the dominant culture of the United States or Europe. In addition to requiring all students to study a foreign language, the institution encourages study abroad, study away, community-based learning, internships, fellowships, shadowing, and alternative breaks.

IV. Informal Interactional Diversity

In order for the full benefits of diversity to be realized in a university setting, students must interact with diverse peers not only in the classroom, but also outside of the classroom. According to Patricia Gurin's summary of the relevant research, "Contact between groups is most likely to have positive effects when contact takes place under particular intergroup conditions: equal group status within the situation where the contact takes place, common goals, intergroup cooperation, support of authorities for group equality, and opportunities for group members to know each other as individuals."⁵⁶

Peer affinity groups foster this informal interactional diversity, by allowing students "to interact with peers who are similar and peers who are different."⁵⁷ Researchers have also found that roommate assignments can contribute to positive outcomes. One study "found that living with an other-race roommate can positively impact white students' attitudes toward race" and result in their being "less anxious, more pleasant, and more physically engaged in other settings with diverse groups."⁵⁸ Students in one study who were "randomly assigned African-American roommates in their first year were more likely to have more personal contact with and interact more comfortably with members of minority groups, and more likely to endorse a general view that a diverse student body is essential for a high-quality education."⁵⁹ Another study at Berea College found "positive effects on low-income students when paired with a higher-income student."⁶⁰

The summary of findings of the Harvard National Campus Diversity Project noted that offering "co-curricular opportunities" for diversity dialogue is particularly important on "predominantly white campuses," where "the majority of students too often choose to 'opt-out' of curricular issues on race and social justice."⁶¹

Current Practices in the College

Please see page 4 for information about current College practices related to informal interactional diversity.

Noteworthy Practices of Other Institutions

Diversity Centers and Affinity Groups of note include Colby College's Pugh Center, which includes office space for clubs dedicated to diversity and functions as a venue for multicultural events; it "exists to foster connections among students from all walks of life". Davidson is home to the Spencer-Weinstein

Center for Community and Justice, a Multicultural Center, the Black Student Coalition House, and the LGBTQ Resource Library and Lounge. Swarthmore, as mentioned above, has a Black Cultural Center and an Intercultural Center.”

V. Faculty Diversity

Strategies for diversifying the faculty fall into two broad categories: those aimed at the hiring process, and those aimed at attracting and retaining faculty members from underrepresented groups. The latter goal, particularly, “has serious structural challenges,” given that “[o]nly 13 percent of people who earned doctorates in 2014 came from underrepresented groups,”⁶² and is particularly difficult to achieve at a predominantly white, rural, small liberal arts college like Sewanee.⁶³

Educating search committees on unconscious bias and utilizing trained “search advocates” or “diversity advocates” either from within the search committee or from another unit can result in consideration of more diverse candidates (Oregon State and Skidmore).⁶⁴ One study recommended that the administration be more involved in hiring, with the administration providing data about available diversity candidates (Columbia University)⁶⁵ and reviewing short lists of candidates (Skidmore),⁶⁶ while another recommended that giving faculty “ownership” over diversity hiring efforts was a successful tactic.⁶⁷

Research has also shown that “Cluster hiring (hiring faculty into multiple departments or colleges around interdisciplinary research topics, often with a complementary aim to increase faculty diversity along race, ethnicity, gender, perspective, ideology, and methodology)” can lead to a more diversified faculty⁶⁸ and when more than one underrepresented group member is hired into a cluster, can “minimize feelings of isolationism and overload” that can tax underrepresented faculty members.⁶⁹

Strategies aimed at attracting and retaining diverse faculty include providing targeted information and resources to candidates and new hires from underrepresented groups; providing funding for faculty research projects, competitive salaries, and start-up initiatives; mentoring programs; and leadership opportunities for faculty from underrepresented groups.⁷⁰ Conducting “retention studies” and exit interviews of departing diversity faculty are also considered best practice.⁷¹

Current Practices in the College

In fall 2017, the Sewanee Academic Diversity Cohort (SADC) began to participate in all tenure-track faculty searches. Sewanee’s three-year grant from the Jessie Ball duPont Foundation to increase diversity in the faculty includes provisions for enhanced searches, off-campus mentoring, start-up and professional development, and creating an inclusive classroom environment.

Noteworthy Practices of Other Institutions

Swarthmore has developed extensive online resources for faculty hiring, including sample job advertisements and descriptions, information on diversity fellowships, a faculty mentor program, articles on “Becoming Aware of and Overcoming Bias,” and information about best practices and templates for candidate evaluation.

In 2016-17, Furman University established a process for conducting more inclusive faculty searches that includes strategically broadening applicant pools, connecting faculty trained as inclusive search representatives with future search committees, and meeting with on-campus job candidates. The institution standardized the expectation that all faculty searches ask candidates for a statement about diversity and inclusion. All hiring managers now receive a booklet on “Best Practices in Recruiting and Retaining Diverse Faculty and Staff.” Furman also began to include diversity statements in job postings for staff and implemented a standard diversity and inclusion statement in the job description for all open staff positions.

With its Job Applicant Diversity Guide, Denison provides a useful resource for applicants and new faculty. The guide includes information about faculty, administrative, and staff contacts; organizations; student organizations; and community contacts.

Davidson has an affinity group for faculty of color and another for the LGBTQA Caucus. Macalester hosts an Out and Proud Faculty and Staff group. At Denison, there is an affinity group for faculty of color and international faculty, as well as the Black Caucus (“black faculty and administrators supporting recruitment and retention of faculty/administrators and students of color”).

The group **recommends** the following actions (with prioritized actions in bold):

- **Examine retention for students from underrepresented backgrounds (Latinx students in particular)**
- Increase support for first-generation students
- **Offer a course redesign academy in fall 2018**
- **Expand staffing and resources for Multicultural Center**
- Expand staffing and resources for Office of Admissions (recruitment of minority students)
- **Expand support for student athletes from underrepresented backgrounds**
- **Showcase current course offerings dealing with diversity, inclusion, and social justice**
- Support African American faculty and students through the creation of a Black Studies Center at Sewanee
- Continue and extend the initiatives begun under the duPont Grant to Increase Diversity in the Faculty
- Pursue spousal hiring for the purpose of recruitment and retention of diverse staff and faculty
- **Hire a counselor of color at the Wellness Center**
- **Increase support for minority students in areas related to research, internships and community engagement**
- Continue to develop, refine, and publicize bias response protocols
- **Encourage (through programming) informal interactional diversity**

Appendix A - Enrollment Demographics and Retention Information

1. Enrollment Demographics (university, by class, by major)

a. College data sets by class year (here, by matriculation year)

- 2017: 448 Total; 357 White; 26 Black; 6 Asian; 32 Hispanic; 13 two or more races; 14 NR Alien
- 2016: 514 Total; 422 White; 24 Black; 1 American Indian/Alaska Native; 8 Asian; 27 Hispanic; 14 two or more races; 18 NR Alien
- 2015: 469 Total; 385 White; 17 Black; 1 American Indian/Alaska Native; 6 Asian; 34 Hispanic; 13 two or more races; 12 NR Alien (1 unknown)
- 2014: 466 Total; 388 White; 16 Black; 6 Asian; 24 Hispanic; 1 Native Hawaiian/Pacific Islander; 16 two or more races; 15 NR Alien
- 2013: 488 Total; 396 White; 29 Black; 10 Asian; 24 Hispanic; 18 two or more races; 11 NR Alien

b. Data sets by major

- In **2017**, the following **majors graduated 0 underrepresented minority students** (that is, Non-resident alien, Hispanic, Asian, Black or African American, or “two or more races”). Note that the number of majors overall is in parenthesis: Anthropology (9); Art History (10); Classics (4); Environmental Arts & Humanities (5); Forestry (6); Geology (5); German (1); Medieval Studies (1); Music (1)
- **2017, majors graduating 1 underrepresented student:** Art (5 total, 1 Hispanic); Asian Studies (2 total, 1 Black); Ecology and Biodiversity (15 total, 1 Hispanic); French (10 total, 1 non-resident alien); **History (25 total, 1 Asian)**; Physics (3 total, 1 non-resident alien); Theatre (3 total, 1 two or more races)
- **2017 majors graduating 2 underrepresented students:** American Studies (8 total, 1 Asian, 1 two or more races); Religion (10 total, 1 Hispanic, 1 two or more races)
- **2017 majors graduating 3 or more underrepresented students:** *Math (4 total, 3 non-resident aliens); Biochemistry (13 total, 3 H, 1B); Biology (20 total, 1 H, 1 A, 1 B); Chemistry (8 total, 2 H, 1 B, 1 A); Computer Science (13 total, 1 NR, 1H, 1B); Economics (60 total, 3NR, 4H, 1A, 4B, 1 two or more); English (34 total, 1 NR, 1A, 1 two or more); Environ. & Sust. (12 total, 1 NR, 2A, 1 two or more); IGS (33 total, 1 NR, 3 H, 2 A, 2 B); Natural Resources (21 total, 1 H, 2 two or more); Philosophy (13 total, 2 H, 1 A, 1 two or more); Politics (29 total, 2 NR, 3 H, 1 A, 2 B, 2 two or more); Psychology (46 total, 2 H, 1 A, 4 B, 1 two or more); *Russian (5 total, 1 NR, 1 H, 1 B), Women and Gender (7 total, 1 H, 1 B, 1 two or more).
- Notable figures from data 2000-2017:
 - Art History graduated 0 Black majors during that period (but 1 who identified as two or more races)
 - Classics graduated 0 Hispanic majors (but 5 identified as two or more races)
 - Forestry, Geology, German, and Natural Resources graduated 0 Asian and 0 Black students during that period (but Natural Resources graduated 2 students who identified as two or more races)
 - Music graduated 0 Hispanic majors during that period

- Women and Gender Studies graduated 0 Asian students (but one who identified as two or more races)

2. Retention information

Graduation rates for the last five classes⁷² (listed by matriculation year/4-year graduation year/6-year graduation year)

	2013/ 2017	2012/ 2016	2011/ 2015	6-year graduation rate (2017)	2010/ 2014	6-year graduation rate (2016)	2009/ 2013	6-year graduation rate (2015)
All	72.1%	77.7%	72.5%	77.3%	79.1%	81.8%	73.8%	77.8%
White	72.5%	77.2%	72.9%	77.7%	79.3%	82.2%	77.1%	80.6%
Black	58.6%	84.2%	65%	75%	75%	81.3%	33.3%	37.5%
Asian	90%	62.5%	87.5%	100%	75%	75%	--	--
Asian or Pacific Islander ⁷³	--	--	--	--	--	--	64.3%	71.4%
Hispanic	83.3%	82.4%	63.6%	68.2%	50%	50%	72.7%	81.8%
Two or more races	55.6%	75%	68.8%	68.8%	92.9%	92.9%	--	--
Non- resident alien	81.8%	90.9%	88.9%	88.9%	100%	100%	77.8%	88.9%

NOTES

- ¹ Terri Taylor, Jeff Milem, and Art Coleman. "Bridging the Research to Practice Gap: Achieving Mission-Driven Diversity and Inclusion Goals." (The College Board's Access & Diversity Collaborative, March 2016), 6.
- ² Patricia Gurin, "Expert Report of Patricia Gurin." In "The Compelling Need for Diversity in Higher Education" (Expert Report to the Court in *Gratz et al. v. Bollinger et al.* No. 97-75231 (E.D. Mich.) and *Grutter et al. v. Bollinger et al.* No. 97-75928 (E.D. Mich.), Ann Arbor, MI, 1999), Summary and Conclusions, 1.
- ³ Packard, Josh. "The Impact of Racial Diversity in the Classroom: Activating the Sociological Imagination." *Teaching Sociology* 41, no. 2 (2011): 145 (emphasis added).
- ⁴ Gurin, "Expert Report," Summary and Conclusions, 5; See also *Ibid.*, 1, 7.
- ⁵ *Ibid.*, 3.
- ⁶ *Ibid.*
- ⁷ *Ibid.*
- ⁸ *Ibid.*, Conceptual Model of the Impact of Diversity, 5.
- ⁹ Patricia Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms.* (American Council on Education and American Association of University Professors, 2000), 71.
- ¹⁰ See Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 6; Geoffrey Maruyama and José F. Moreno, "University Faculty Views About the Value of Diversity on Campus and in the Classroom," in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms.* (American Council on Education and American Association of University Professors, 2000), 11; Gurin, "Expert Report."
- ¹¹ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 9.
- ¹² See Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," 66-69.
- ¹³ Gurin, "Expert Report," Conceptual Model of the Impact of Diversity, 3.
- ¹⁴ Roxane Harvey Gudeman, "College Missions, Faculty Teaching, and Student Outcomes in a Context of Low Diversity," in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms.* (American Council on Education and American Association of University Professors, 2000), 38.
- ¹⁵ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 7.
- ¹⁶ Maruyama and Moreno, "University Faculty Views About the Value of Diversity on Campus and in the Classroom," 23.
- ¹⁷ *Ibid.*
- ¹⁸ Kellye Y. Testy, "Best Practices for Hiring and Retaining a Diverse Law Faculty," *Iowa Law Review* 96 (2011): 1710-11.
- ¹⁹ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 12.
- ²⁰ *Ibid.*
- ²¹ *Ibid.*
- ²² *Ibid.*, 16.
- ²³ Introduction to *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms.* (American Council on Education and American Association of University Professors, 2000), 2.
- ²⁴ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 19.
- ²⁵ *Ibid.*, 18.
- ²⁶ Introduction to *Does Diversity Make a Difference?*, 2.
- ²⁷ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 22.
- ²⁸ *Ibid.*, 8, 13.

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- ²⁹ Ibid., 8.
- ³⁰ Ibid., 20; Introduction to *Does Diversity Make a Difference?*, 2.
- ³¹ Frank Tuitt and Richard Reddick, "Educating All of One Nation: Best Practices from the National Campus Diversity Project" (presentation, Educating All of One Nation Conference, Atlanta, GA, October 25, 2003).
- ³² Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 8, 13.
- ³³ Ibid., 8.
- ³⁴ See Introduction to *Does Diversity Make a Difference?*, 2; Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 20.
- ³⁵ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 20.
- ³⁶ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 8, 9.
- ³⁷ Ibid., 8.
- ³⁸ Ibid., 25.
- ³⁹ Ibid., 10.
- ⁴⁰ Ibid.
- ⁴¹ "Executive Summary of NCDP Findings," *National Campus Diversity Project at Harvard*, January 25, 2005, <http://gseacademic.harvard.edu/~ncdp/summary.htm>.
- ⁴² Tuitt and Reddick, "Educating All of One Nation."
- ⁴³ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 27.
- ⁴⁴ "Executive Summary of NCDP Findings."
- ⁴⁵ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 12-13.
- ⁴⁶ Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," 69-71.
- ⁴⁷ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 24-25.
- ⁴⁸ Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms," 63. See also Maruyama and Moreno, "University Faculty Views About the Value of Diversity on Campus and in the Classroom," 21-22; "Opening Wide the Gateways: Enhancing Student Learning and Promoting Inclusion in the Quantitative Disciplines" (Quality Enhancement Plan, Davidson College, 2016), 20-21.
- ⁴⁹ "Opening Wide the Gateways," 21.
- ⁵⁰ Introduction to *Does Diversity Make a Difference?*, 5 (citing Marin, "The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms").
- ⁵¹ "Opening Wide the Gateways: Enhancing Student Learning and Promoting Inclusion in the Quantitative Disciplines" (Quality Enhancement Plan, Davidson College, 2016), 19-22.
- ⁵² Maruyama and Moreno, "University Faculty Views About the Value of Diversity on Campus and in the Classroom," 21.
- ⁵³ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 24.
- ⁵⁴ Tuitt and Reddick, "Educating All of One Nation."
- ⁵⁵ Considine, Jennifer R. et al.. "Who Am I to Bring Diversity into the Classroom?" *Learning Communities Wrestle with Creating Inclusive College Classrooms. Journal of the Scholarship of Teaching and Learning* 14.4 (2014): 18-30; Sharon Moore, et al. "Inclusive Teaching Circles: Mechanisms for creating welcoming classrooms." *Journal of the Scholarship of Teaching and Learning*. 10.1 (2010): 14-27; Glowacki-Dudka, M. et al. "Reflections on a Teaching Commons Regarding Diversity and Inclusive Pedagogy," *International Journal for the Scholarship of Teaching and Learning* 6 (2012): 1-13.
- ⁵⁶ Gurin, "Expert Report," *Conceptual Model of the Impact of Diversity* ¶ 6 (citing Allport, 1954; Amir, 1976; Cook, 1984; Pettigrew, 1991).
- ⁵⁷ Taylor, Milem, and Coleman, "Bridging the Research to Practice Gap," 28.
- ⁵⁸ Ibid., 27.

⁵⁹ Ibid.

⁶⁰ Ibid.

⁶¹ “Executive Summary of NCDP Findings.”

⁶² Beth McMurtrie, “How to Do a Better Job of Searching for Diversity,” in *Focus: Creating a Diverse Faculty*. (The Chronicle of Higher Education, 2016), 5.

⁶³ Patel, Vimal. “A Liberal-Arts College Intervenes to Diversify its Faculty.” *Chronicle of Higher Education*, July 20, 2015. <http://www.chronicle.com/article/A-Liberal-Arts-College-/231723>; Introduction to *Focus: Creating a Diverse Faculty*. (The Chronicle of Higher Education, 2016).

⁶⁴ See Patel, “A Liberal-Arts College Intervenes to Diversify its Faculty”; McMurtrie, “How to Do a Better Job of Searching for Diversity,” 5-6.

⁶⁵ McMurtrie, “How to Do a Better Job of Searching for Diversity,” 7.

⁶⁶ Patel, “A Liberal-Arts College Intervenes to Diversify its Faculty.”

⁶⁷ McMurtrie, “How to Do a Better Job of Searching for Diversity,” 7.

⁶⁸ Taylor, Milem, and Coleman, “Bridging the Research to Practice Gap,” 25.

⁶⁹ Aldemaro Romero, Jr. “Best Practices for Recruiting and Retaining Diverse Faculty for Institutions of Higher Education.” (Council of Colleges of Arts and Sciences, March 2017), 3.

⁷⁰ Ibid., 4.

⁷¹ Ibid.

⁷² The University also collects data on two additional groups, “American Indian/Alaskan Native” and “Native Hawaiian/Pacific Islander.” The number of students in each group during the last five years has been so small (one student who identified as Native Hawaiian/Pacific Islander, and 3 students who identified as American Indian/Alaskan native) as to not yield statistically significant information. For that reason, the group has been omitted from this report.

⁷³ Through 2009, the University maintained statistics for the group “Asian or Pacific Islander.” Beginning with the class that matriculated in 2010, that group was divided into two distinct groups: “Asian” and “Native Hawaiian/Pacific Islander.”

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