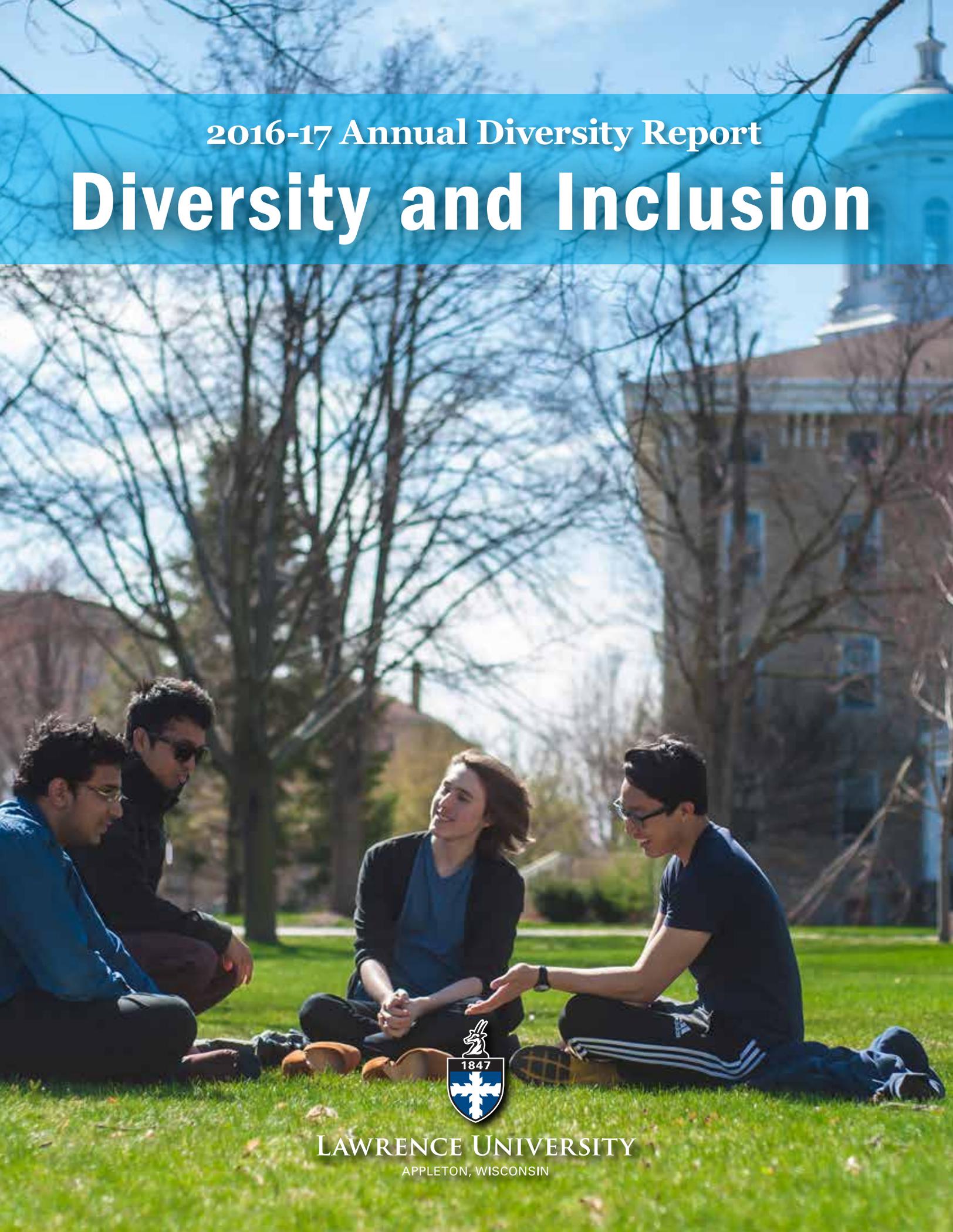


2016-17 Annual Diversity Report

# Diversity and Inclusion



LAWRENCE UNIVERSITY  
APPLETON, WISCONSIN

**DIVERSITY AND  
INCLUSION  
EFFORTS**

Table of Contents

3	Message from the Vice President for Diversity and Inclusion and Associate Dean of the Faculty
4	Mission, Vision, Philosophy and Supporting Institutional Statements
5	Diversity Data
8	Bias Incident Reporting Data
12	Office of Diversity and Inclusion Events and Programs
16	President's Committee on Diversity Affairs (PCDA)
19	Promising Practices in the Classroom
25	Promising Practices in Programs and Services
28	Appendices: Policies and Statements
30	The Office of Diversity and Inclusion Staff

## A message from the Vice President for Diversity and Inclusion and Associate Dean of the Faculty



This report is the first of what I hope will become an annual opportunity for us to reflect on Lawrence University's progress toward achieving inclusive excellence. It provides information that celebrates our progress, identifies trends and helps us to better understand pressing challenges and opportunities related to diversity. It is an important tool in our process of continuous improvement related to creating a more inclusive Lawrence.

A few highlights of this year's report include the initiation of structured community conversations related to pressing social issues. The two that we started this year reflected priorities identified by our students, faculty and staff. The topics were safety, which involved dialogues with the Appleton Police Department, and finding political common ground. The latter provided an opportunity for members of the campus community with differing political beliefs to get to know one another and better understand each other's concerns. While providing opportunities for authentic dialogue across differences was identified as a priority during our annual diversity planning retreat, the need for this became even more critical given the climate of incivility and mutual hostility that developed around the very contentious 2016 U.S. presidential election.

In addition, building on the previous exceptional work of the President's Committee on Diversity Affairs, we expanded the structure to include five subcommittees: campus climate, opportunity gap, employee recruitment, employee retention and professional development. The employee retention committee successfully launched several employee resource groups. The university's Pedagogy Committee also provided several professional development opportunities for faculty related to inclusive pedagogy. These are just a few of the many initiatives and issues that you will learn about in this year's report.

I have no doubt that you will be inspired. Enjoy!

A handwritten signature in black ink that reads "Kimberly Barrett". The signature is written in a cursive, flowing style.

Kimberly Barrett, Ph.D.  
Vice President for Diversity and Inclusion  
and Associate Dean for the Faculty



## Office of Diversity and Inclusion Mission, Vision and Philosophy

### Mission

The Office of Diversity and Inclusion at Lawrence University facilitates the institutional mission of the development of intellect and talent, the pursuit of knowledge and understanding, the cultivation of sound judgment and respect for the perspectives of others in several critical ways. Specifically, it provides information, policies and programs that enable the prevention and redress of discrimination, as well as the promotion of intergroup collaboration, empathy and cultural competence on the part of students, faculty, staff, alumni and community partners. Ultimately, the office works to create an environment in which all members of the university community can reach their unique potential.

### Vision

Our vision is to become a national leader in achieving inclusive excellence within the context of a liberal education.

### Philosophy

#### ***Loving Large at Lawrence: Loving Learning, Loving Ourselves and Loving Community***

Loving learning is about the predisposition Lawrentians have to enthusiastically seek out opportunities to encounter and create new knowledge while bringing all of who they are to the educational enterprise. It also speaks to our understanding that optimal intellectual development occurs when significant challenge is accompanied by sufficient academic and emotional support. Loving ourselves is about becoming strong self-advocates and working to find harmony between the demands of rigorous, engaged liberal learning and self-care. It's also about accepting ourselves so we can do the same for others. Loving community is based on the idea of Ubuntu, commonly translated "I am because you are." It is about acknowledging and supporting our interdependence as we strive to create a just, equitable and inclusive learning community.



# DIVERSITY DATA: EMPLOYEE DEMOGRAPHICS

## I. Identifying Trends and Needs Student and Employee Demographics

### Diversity Data: Student Demographics

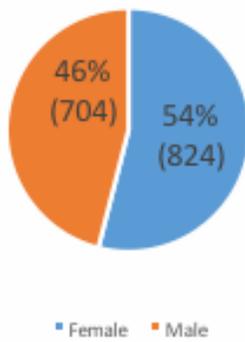
STUDENT ENROLLMENT As of Fall Census Date: 10th Day of Classes								
	2010	2011	2012	2013	2014	2015	2016	
<b>Total Fall Enrollment</b>	1557	1487	1518	1553	1511	1557	1528	
<b>Total Enrollment by Race/Ethnicity</b>								
American Indian or Alaska Native	7	7	11	9	8	7	4	
American Indian or Alaska Native (%)	0.40%	0.50%	0.70%	0.60%	0.50%	0.40%	0.30%	
Asian	50	44	48	60	60	77	82	
Asian (%)	3.20%	3.00%	3.20%	3.90%	4.00%	4.90%	5.40%	
Black or African American	50	49	50	39	51	51	57	
Black or African American (%)	3.20%	3.30%	3.30%	2.50%	3.40%	3.30%	3.70%	
Hispanic/Latino	61	53	62	80	100	102	117	
Hispanic/Latino (%)	3.90%	3.60%	4.10%	5.20%	6.60%	6.60%	7.70%	
Native Hawaiian or Pacific Islander	3	2	1	1	0	1	2	
Native Hawaiian or Pacific Islander (%)	0.20%	0.10%	0.10%	0.10%	0.00%	0.10%	0.10%	
Non-Resident International	152	125	135	164	158	176	180	
Non-Resident International (%)	9.80%	8.40%	8.90%	10.60%	10.50%	11.30%	11.80%	
Two or More Races	42	42	48	56	59	56	48	
Two or More Races (%)	2.70%	2.80%	3.20%	3.60%	3.90%	3.60%	3.10%	
White	1170	1145	1149	1129	1068	1073	1026	
White (%)	75.10%	77.00%	75.70%	72.70%	70.70%	68.90%	67.10%	
Unknown	22	20	14	15	7	14	12	
Unknown (%)	1.40%	1.30%	0.90%	1.00%	0.50%	0.90%	0.8	

As illustrated in this chart, the ethnic diversity of the student body has increased over the past few years at Lawrence. Despite this progress, there is a gap in the rate of graduation between white students and students of color. We anticipate a record number of domestic students of color and international students in the class entering in the fall of the 2017-18 academic year.

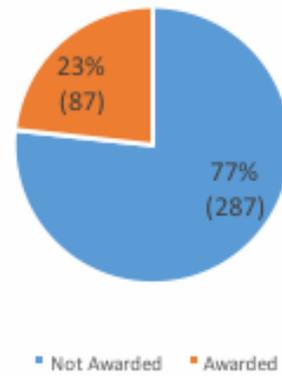
**DIVERSITY AND  
INCLUSION  
EFFORTS**

Diversity Data

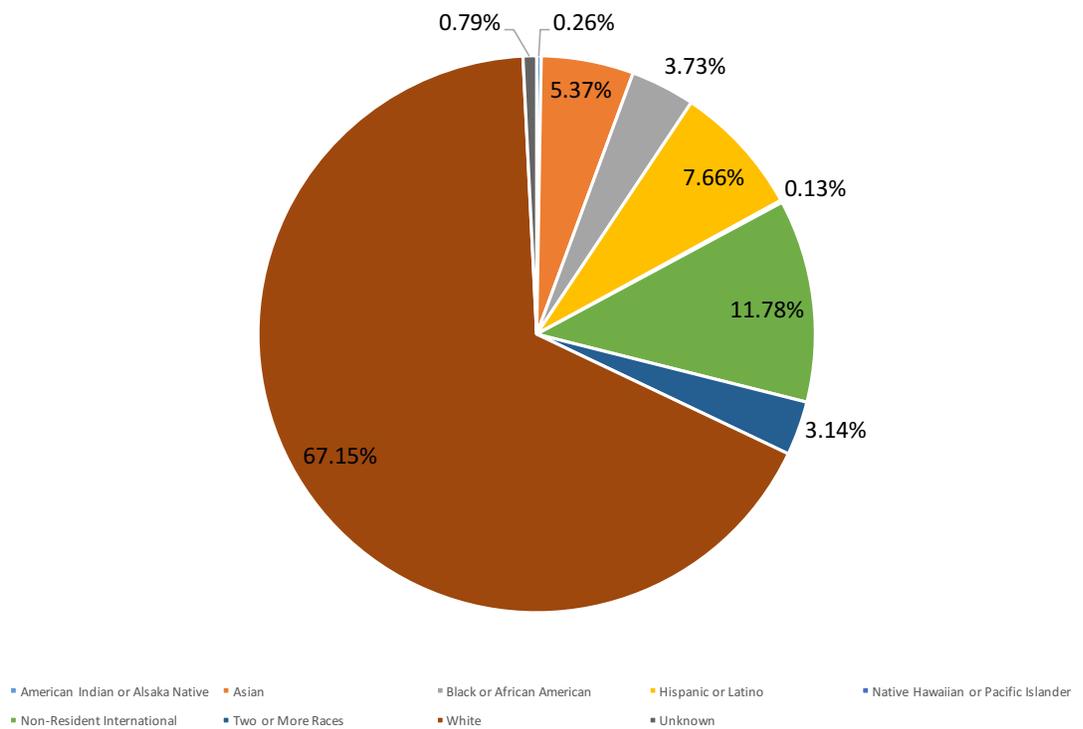
**Total Student Enrollment by Gender  
2016  
n = 1528**



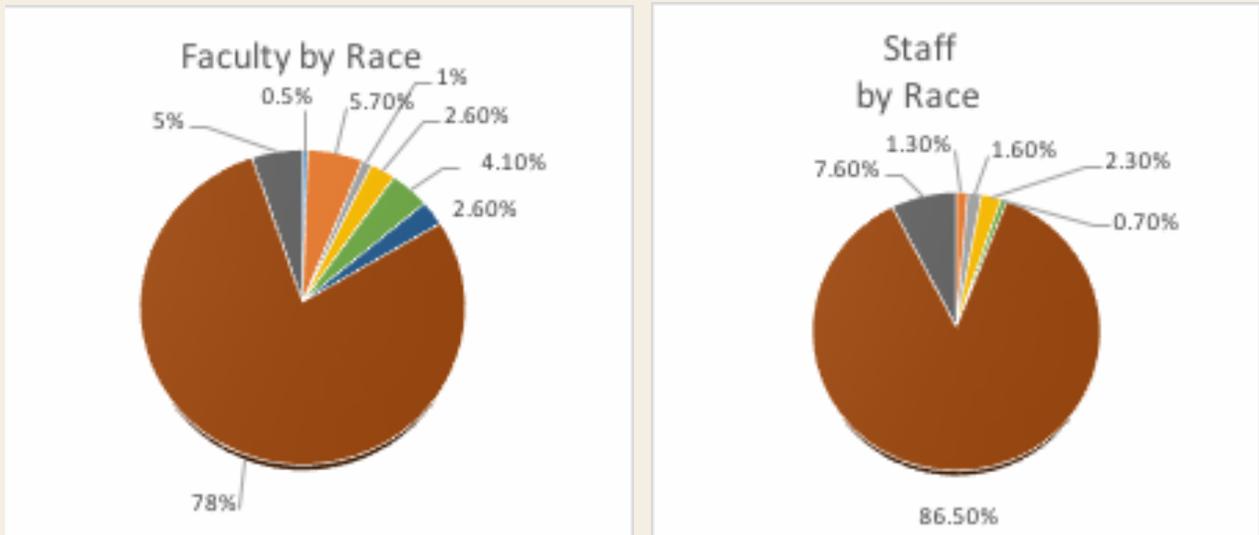
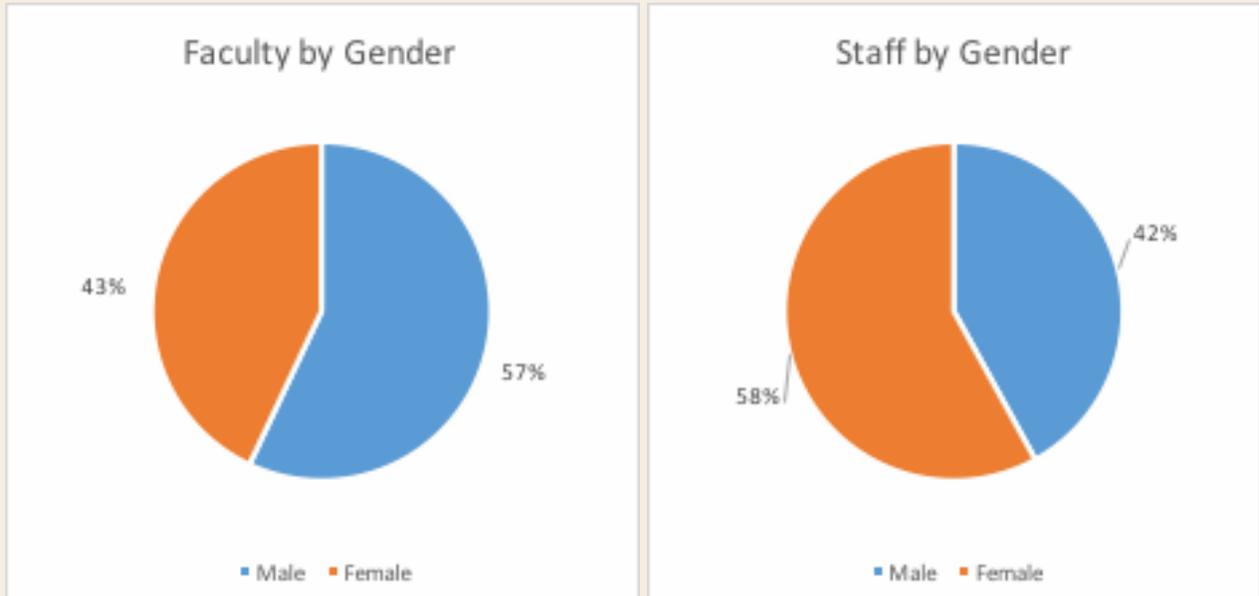
**Pell Award Status  
Fall 2016 Entering Cohort  
n=374**



**Student Enrollment  
10th Day of Classes  
2016  
Total: 1528**



## DIVERSITY DATA: EMPLOYEE DEMOGRAPHICS

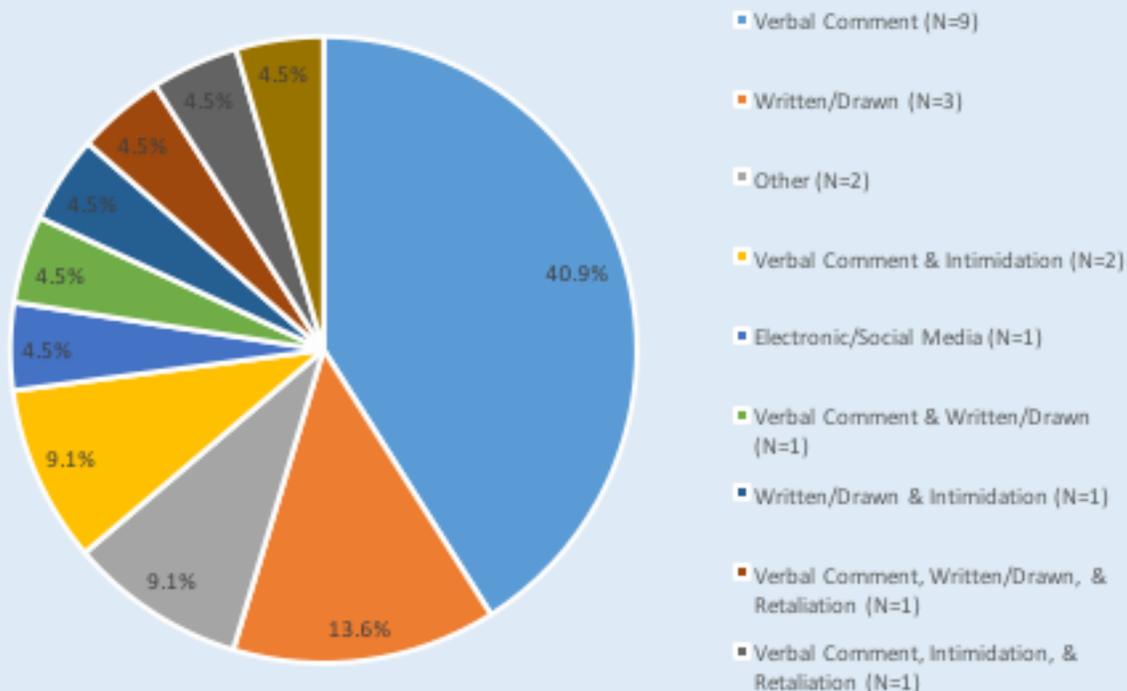


- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Pacific Islander
- Non-Resident International
- Two or More Races
- White
- Unknown

Although we have seen an increase in the representation of ethnic diversity and women in LU faculty and staff, it does not mirror our student diversity. In addition according to comparative data we lag behind peer institutions in the diversity of our employees.

Bias Incident Report Data

**Bias-Motivated Incident Reports:  
2015-16 (N=22)**

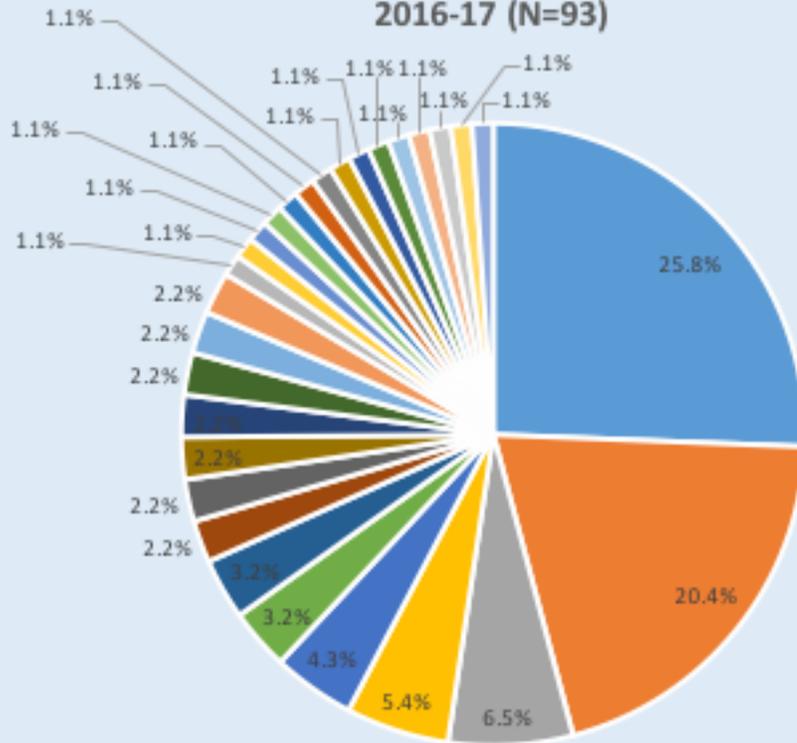


Bias incident reports will aid us as we work to learn more about and address the intentional and unintentional ways members of our community are marginalized. In January 2016, the administration of Lawrence University launched provisional guidelines and a tool to more easily allow for the reporting of bias-related incidents that affected members of the campus community. Procedures for reporting and responding to bias-related incidents were finalized in November 2016. As a community, we share in the work of building a more inclusive university. Bias incident reports will aid us as we work to learn more about and address the intentional and unintentional ways members of our community are marginalized. We encourage direct communication and reconciliation among parties in conflict. However, there are times when this is not the most effective

course of action. Reports are intended to foster communication and to serve as an educational tool for all members of the Lawrence community.

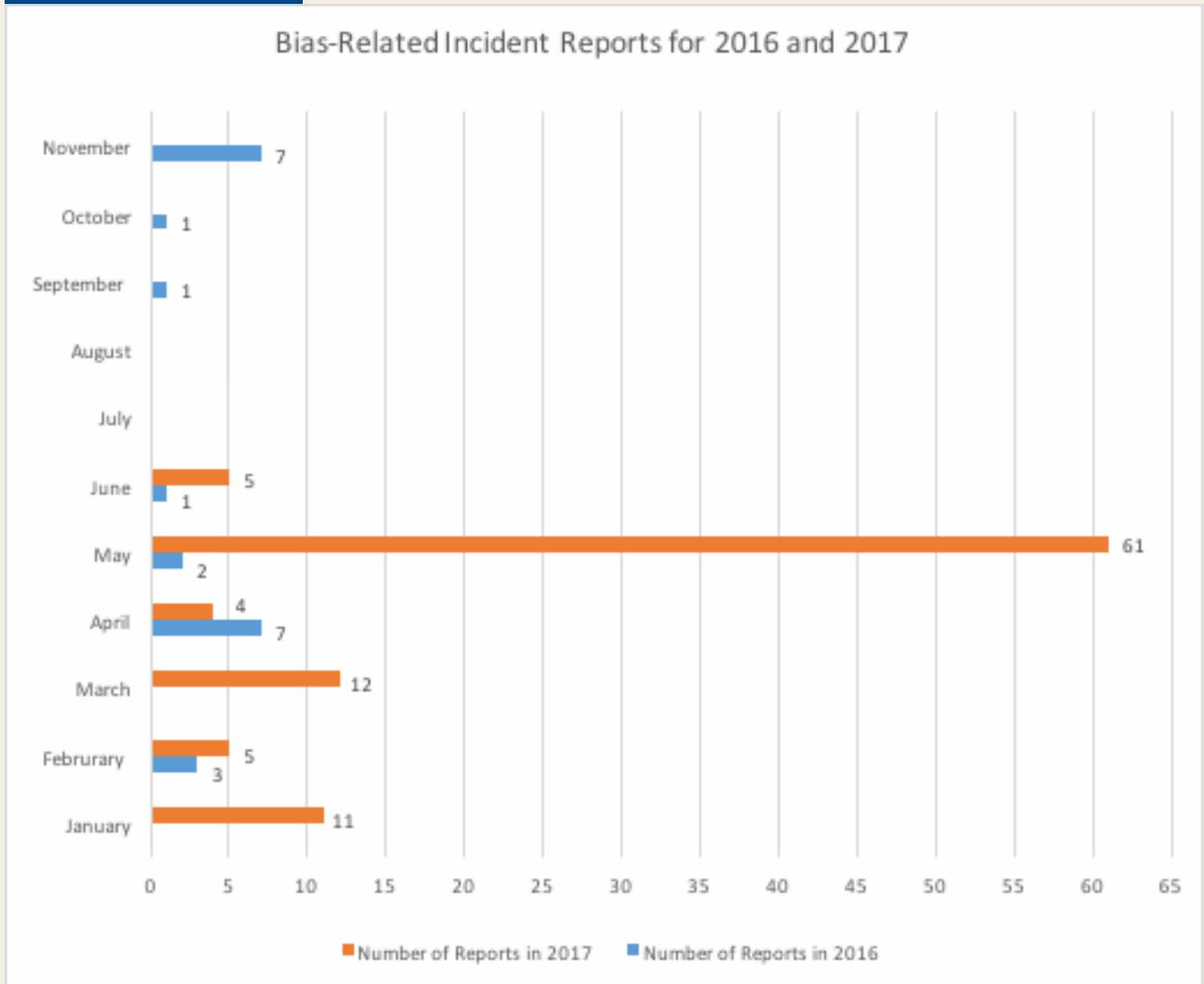
The bias incident reporting program is intended to provide educational opportunities to address bias incidents and help members of the community develop greater respect for others and for the ideals of learning and justice that are at the core of the Lawrence community. For example, after the recent presidential election, a pattern was identified of bias related incidents that appeared to be politically motivated. In response, the bias response team, which reviews the reports monthly, helped create a set of resources (a toolbox) to help residence life staff facilitate productive civil discussions among students regarding politics.

### Bias-Motivated Incident Reports: 2016-17 (N=93)

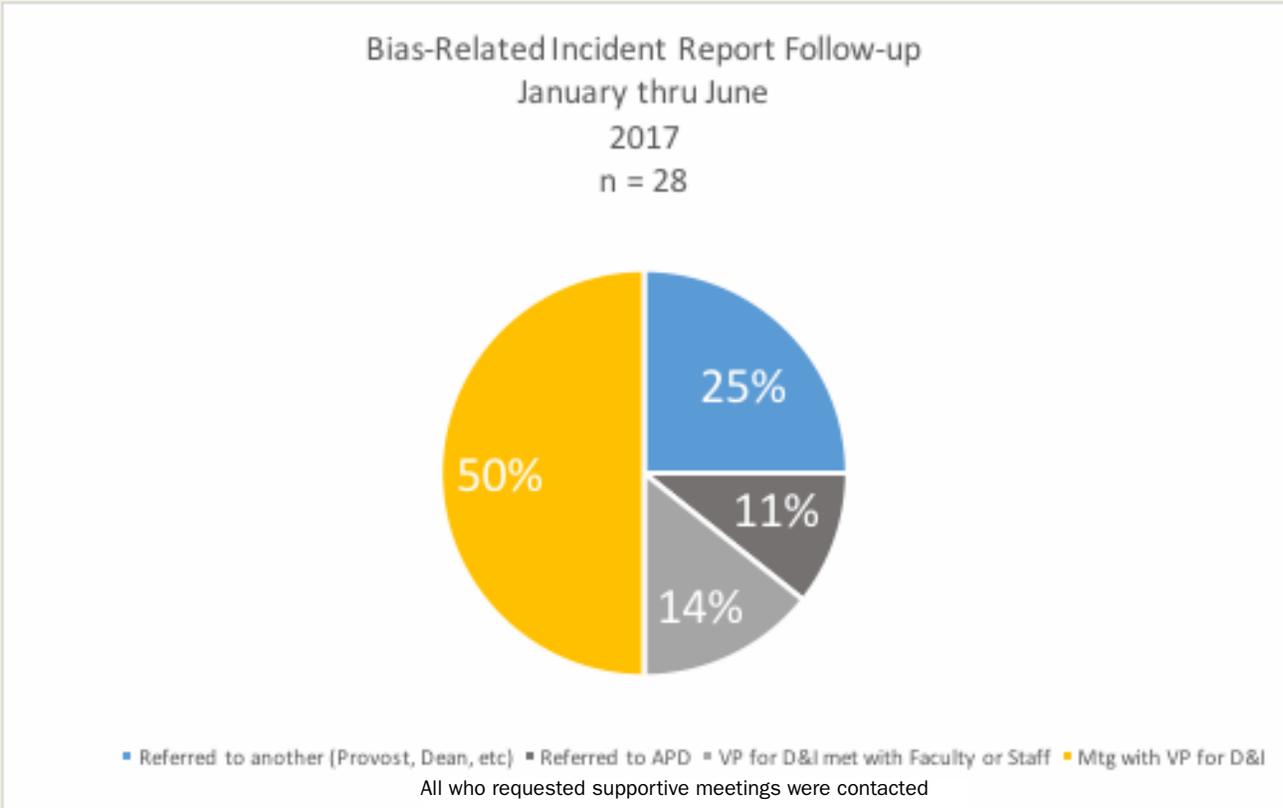
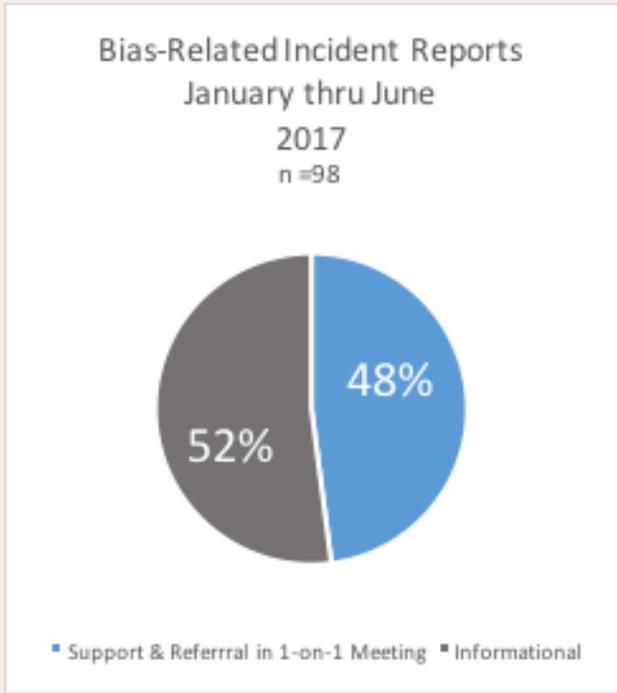
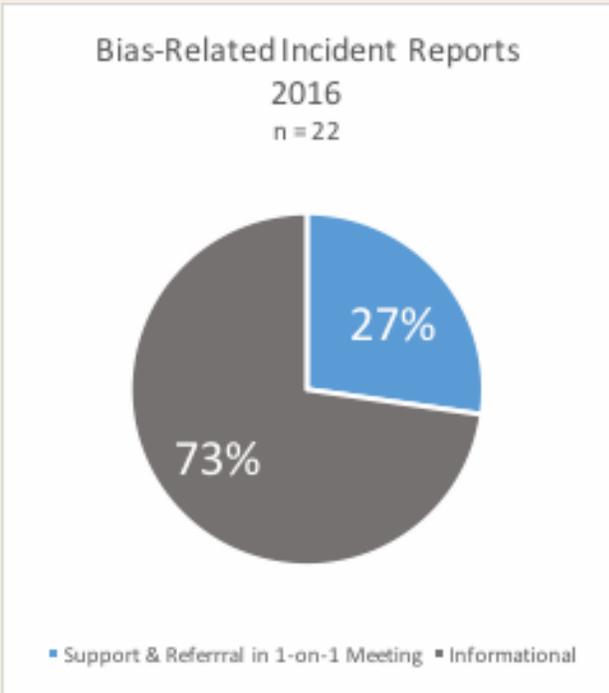


- Verbal Comment & Intimidation (N=24)
- Verbal Comment (N=19)
- Verbal Comment, Intimidation, & Physical Intimidation/Assault (N=6)
- Written/Drawn (N=5)
- Written/Drawn & Intimidation (N=4)
- Verbal Comment, Electronic/Social Media, & Intimidation (N=3)
- Verbal Comment, Intimidation, & Retaliation (N=3)
- Verbal Comment & Electronic/Social Media (N=2)
- Verbal Comment & Other (N=2)
- Written/Drawn & Vandalism (N=2)
- Vandalism & Intimidation (N=2)
- Intimidation & Other (N=2)
- Verbal Comment, Intimidation, & Other (N=2)
- Verbal Comment, Electronic/Social Media, Intimidation, Physical Intimidation/Assault, & Other (N=2)
- Vandalism (N=1)
- Intimidation (N=1)
- Other (N=1)
- Written/Drawn & Electronic/Social Media (N=1)

## DIVERSITY AND INCLUSION EFFORTS



The majority of the reports in May 2017 are related to one incident during one student organization event.



## II. Celebrating Progress

### The Office of Diversity and Inclusion Initiatives (2016–2017)



#### Diversity Planning Retreat

A diversity planning retreat was led and facilitated by Paul James, assistant vice president at Duke University, on September 24, 2016. Lawrence University President's Cabinet, President's Committee on Diversity Affairs, Faculty Governance Committee, student leaders from the Lawrence University Community Council and other university leaders participated in this diversity planning retreat. The retreat received high ratings in program evaluation surveys and in discussions related to the way in which it helped us develop a shared vision for our diversity work for the coming year. Our top priority coming out of the retreat was to provide opportunities for authentic dialogue across our differences. We will be holding our second planning retreat on September 16, 2017.

#### Listening Sessions

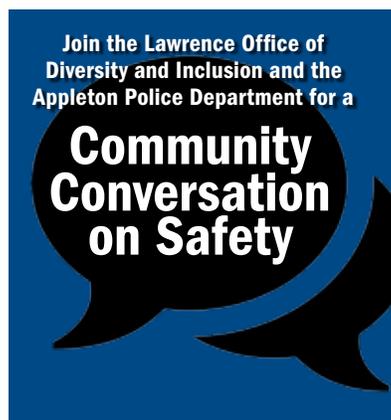
Listening sessions for faculty, staff and students were held on campus in October and November 2016. Vice President for Diversity and Inclusion Kimberly Barrett provided informal venues for individuals to join in sharing concerns and insights about diversity issues or ideas for how to make Lawrence more inclusive. The sessions began with brief opening remarks followed by an opportunity to share ideas with others in attendance. Approximately 50 people attended these sessions. After the sessions, those in attendance received personal invitations to events hosted by the Office of Diversity and Inclusion that might be of interest to them related to the issues they raised. Information gathered during listening sessions informed the prioritization of work in the Office of Diversity and Inclusion throughout the academic year.



#### Community Conversations on Safety and Political Common Ground

##### Community Conversations on Safety

The purpose of this community conversation on safety was to help all involved better understand how students, police and other citizens are experiencing our community in regard to safety in order to enhance trust among these groups. It also served as a basis to develop collaborative strategies to increase safety in Appleton. Attendees said that they learned how to better see things from others' perspective. Some of the many areas of concern identified during the dialogue included verbal harassment, hateful speech on social media, the need for further education on implicit bias and privilege, better surveillance on College Avenue and the need for more opportunities to get to know the police as members of our community. Participants also discussed collaborative strategies for future action. Three three-hour dialogues took place. Total attendance for all conversations was 100 including faculty, staff and students. After attending the session one participant wrote a sentiment that was repeated time and again, **"I was so happy to get to know [police officer name], I was very impressed by his candor, compassion, and desire to improve. The conversation was painful, but very helpful."**





### Community Conversations on Political Common Ground, January 13 and March 31, 2017

The purpose of the community conversations

on political common ground was to help participants begin to move beyond political orthodoxies in order to come to see themselves as diverse but related travelers on life's journey together, with shared concerns and values. It also served as a basis to develop collaborative strategies to increase the well-being, civility and participation of people across the political spectrum in all aspects of the life of our campus. One participant wrote, "I feel that I have a better understanding of how to recognize when I am unfairly attributing views and opinions to people because they identify with a particular label."



### Cultural Competency Lecture Series

#### Accessibility, January 27, 2017

This session focused on campus resources committed to creating an accessible learning environment and how to take part in the shared responsibility of creating usable,

equitable and inclusive environments. Twenty-six members of the Lawrence community attended the session. Program evaluation surveys indicated that participants better understood the need for accessibility and learned more about invisible disabilities as well as how to be mindful of them. Attendees also got a clearer picture of the accommodations and resources the Center for Academic Success provides.



#### Gender, February 24, 2017

This presentation covered the variety of gender identities and expressions, including trans, queer and GNC (gender nonconforming) identities, as well as the basics of gender neutral pronouns, etiquette around transition and nonbinary identities, how to create

a welcoming and inclusive space for those of all genders, and how sexual orientation does and doesn't intersect with gender identity and expression. Forty-one members of the Lawrence community attended the lecture and indicated that they benefitted from it. Attendees said they learned about different gender types outside the binary and how to be more inclusive without automatically categorizing people.



#### Intercultural Competence, March 3, 2017

Lawrence is home to over 200 students with global backgrounds, nearly 200 students who have studied in another country, and faculty and staff with a wide range of international professional and personal experiences.

Because these varied backgrounds, perspectives and experiences make up our community, the skill of global/intercultural competence can help all interact effectively across cultures. Twenty-eight members of the Lawrence community attended the lecture. The attendees learned techniques like the D - I - E (describe, interpret, evaluate) model and how to be mindful of different cultural behaviors without judging or taking offense.



#### Religion and Spirituality, April 28, 2017

Lawrence University has made a commitment to recognize, support and nurture individual and collective spiritual practice and religious life as a part of our holistic education. This lecture/dialogue invited

participants to discuss ways to

utilize our diverse commitments and spiritual practices to imagine more than a world without this essential component of many cultures and communities. Twenty-eight members of the Lawrence community attended the lecture. People said they learned that it is important to harness the wisdom from different spiritual traditions and to be more inclusive using religious examples.



#### Activism and Social Change, May 26, 2017

Student activism has become interwoven with our campus culture. It has taken different forms such as protesting, workshops and even the creation of healing circles. Now more than ever, it is imperative to be more strategic

with student organizing. Communication and solid leadership are key components of creating successful outcomes during times of turmoil. Two student leaders facilitated a discussion of effective forms of activism through student engagement, goal setting, impact analysis and personal experience. Evaluations suggest that attendees found the session insightful and benefitted from contemplating ethical and unethical activism and learning how allyship helps in achieving goals. Participants indicated that they liked hearing from faculty, students and staff who have been directly involved in different forms of activism.

#### Faculty, Staff, Student Allies Network Groups

Faculty, staff, and student allies network groups were created to provide structured support for those who would like to intentionally use their individual power, privilege and realms of influence to support and enhance the professional and academic success of all, particularly those historically underrepresented in or underserved by higher education. Three groups began meeting in the winter term. One addressing student-related issues met weekly. Another examining staff concerns met on alternate weeks. The third group addressing faculty concerns met twice. All are geared up to continue their work in the new academic year.

### **Rethinking Mentoring and Phase II—Applying Rethinking Mentoring Model**

This session was designed to start a new type of discussion about mentoring by describing the common problems that pre-tenure and post-tenure faculty members experience and why traditional mentoring programs fail to meet those needs. An alternative framework for mentoring that focused on needs assessment and that shifts the idea of mentoring from a relationship between two faculty members toward building a broad network of support, community and accountability was presented. It also included discussion of unique issues faced by faculty who might be “the only” in their departments. The workshop concluded with a presentation of best practices in mentoring pre-tenure, underrepresented and mid-career faculty. The initial presentation was presented by Mindi Thompson, Ph.D. HSP of the National Center for Faculty Development and Diversity. After the initial presentation, faculty met to discuss how to apply this approach at Lawrence.

### **Critical Issues Forums**

The Office of Diversity and Inclusion provided members of the Appleton and campus community the opportunity to express their opinions about topics currently of critical importance and interest through a new Critical Issues Forums series. Participants received a set of short readings related to the topic prior to the forum. Each forum began with a framing of the issue, which was followed by students, faculty, staff and alumni sharing their opinions on the issue. After the forum, the input received was summarized and used to inform university practices related to the topic.



#### **What is Race?**

The first forum addressed the question “What is Race?”. Thirty Lawrence University students, faculty, staff and community members participated in the forum. Community members commented that they were especially appreciative of the opportunity to get student perspectives on issues.



#### **What is the Purpose of Higher Education?**

There were approximately 24 people in attendance. The president, provost and dean of the faculty, and vice president for diversity and inclusion facilitated the forum. Together they explored the role education plays in addressing the challenges of our day and discussed university and community perceptions related to higher education. Audience members were encouraged to share their perspective and opinions on the topic, and their

input was collected to inform future university decision-making and practices.

### **Anti-Racism White Affinity Group**

An anti-racism white affinity group was started to explore topics of whiteness and racism related to the identity of individuals in the group. The goal of the group is to help participants learn more about these topics, enhance their critical consciousness and support each other in the development of an anti-racist identity. Its purposes support the personal development and well-being of the campus community.



### Understanding Immigration

On March 1, 2017, Leigh Cole, a national expert on immigration law, spoke to Lawrence University faculty, staff, students and community members about the president's latest executive order, the unstable immigration environment and travel restrictions, the reduction in admitted refugees, border searches for travelers entering the United States and how employers are and should be

responding. The next morning, she took appointments with Lawrence students and employees to discuss individual concerns.

### Multiethnic and Biracial Group

This group was developed to provide opportunities for ongoing learning and dialogue about the complexities of multiethnic and biracial individuals and topics. This interest group invited people who identified as biracial and/or multiethnic. The ultimate goals of the group are to develop and discuss ways in which Lawrence can better include individuals who identify in this way and to provide a structure for mutual support as they continue to navigate common issues.

### Fox Cities Diversity Officers Collaborative

This collaborative originated from discussions by Lawrence University's vice president for diversity and inclusion, Kimberly Clark Corporation's vice president for diversity and inclusion and Thrivent Financial's director for diversity and inclusion. The purpose of the Fox Cities Diversity Officers Collaborative is to share best practices, provide opportunities for benchmarking, networking and professional development and to generally capitalize on the collective wisdom of regional professionals working in the diversity field. The ultimate purpose is to create a more inclusive Fox Cities in which to work and live. The group consists of leaders and management from local businesses and organizations in the Fox Valley region.



### 2017 Diversity Conference

The inaugural diversity conference was held at Lawrence University on August 17-18. The theme was **Teaching All Students Well: Preparing an Educated Citizenry for Wise Participation in a Diverse Democracy**. The keynote address was from Derald Wing Sue, noted author, professor and winner of the prestigious American Psychological Foundation 2015 Gold Medal for

### Office of Diversity and Inclusion Community Advisory Board

The purpose of the advisory board is to provide an opportunity for members of our community beyond the walls of the institution to share input regarding the policies and practices undertaken by the university to create a more inclusive Lawrence. Members will be part of a diverse brain trust sharing wisdom with the vice president for diversity and inclusion about the challenges and opportunities that are associated with increasing diversity at Lawrence and creating an environment in which all students, faculty, staff and community partners can reach their unique potential. The members of this board are leaders from various diversity community groups, advocacy groups, nonprofit organizations, volunteers and individuals who have a vested interest.



### Diversity and Inclusion Awards Reception

On June 1, 2017, the Office of Diversity and Inclusion hosted its first awards reception. The event provided an opportunity to appreciate all the individuals who contributed in making 2016-17 a very productive year in terms of our efforts to create a more inclusive Lawrence. It honored the joint effort of the university as well as highlighted a few extraordinary individuals who served as role models by being diversity and inclusion champions.

#### Awards were presented to:

Student Diversity and Inclusion Champion Award—

**Guilberly Louissaint '17**

Staff Diversity and Inclusion Champion Award—

**Jenna M. Stone '00**

Faculty Diversity and Inclusion Champion Award—

**Karen A. Hoffmann '87**

Community Partner Diversity and Inclusion Champion Award—

**Celebrate Diversity Fox Cities**

Life Achievement in Psychology in the Public Interest, of Teachers College, Columbia University. Concurrent session topics ranged from strategies for diversity in the science curriculum to ways to support the academic success of undocumented students. More than 130 faculty and teachers from around the Midwest participated in this event.

## **President's Committee on Diversity Affairs (PCDA)**

The purpose of the President's Committee on Diversity Affairs is to foster diversity in the Lawrence community and curriculum and to help create a more inclusive campus community. Diversity brings us into contact with different experiences and perspectives, helping us to question our beliefs and assumptions. An inclusive community, one that welcomes people of all backgrounds, experiences and identities (or expressions of identity), is necessary for diversity to serve as a catalyst for learning. Lawrence seeks to include people of all nationalities, ethnicities, gender identities, sexual orientations, socioeconomic statuses, cultural backgrounds, religions, abilities or disabilities, ages, military/veteran status and others who bring varied perspectives to campus.

The 2016-17 members of the PCDA included: Chair: Kimberly Barrett (diversity and inclusion), Christyn Abaray (athletics), Rochelle Blindauer (human resources), Carla Daughtry (anthropology), Kim Dickson (biology), José Encarnación (music), Alison Guenther-Pal (German), Karen Hoffmann (English), Nauman Khan (student '18), Curt Lauderdale (student life), Guilberly Louissaint (student '17), Monita Mohammadian Gray (academic success), Linda Morgan-Clement (spiritual and religious life), Pa Lee Moua (diversity), Najma Osman (admissions), Paris Wicker (campus programs), A.J. Williams (student '17).

Since the establishment of the Office of Diversity and Inclusion and hiring of Kimberly Barrett in August 2016, this team has met at least once a term to discuss best practices, subcommittee formation, roles and responsibility, and progress toward a more inclusive Lawrence University.



## PCDA Subcommittees

Five subcommittees were created to promote faculty, staff and student engagement in the following: increasing recruitment, selection and retention of historically underrepresented students, faculty, and staff; strengthening mentoring to guide diverse faculty through successful reappointment and tenure; promoting the development of diverse staff; fostering the engagement and academic success of a diverse student body; identifying opportunities to integrate attention to diversity into academic and co-curricular programs; raising awareness of the inequity and challenges faced by historically marginalized groups at Lawrence, in the Appleton area, the U.S., and globally; increasing cross-cultural competency by sharing educational resources and sponsoring workshops, symposia, and other events on themes related to diversity. The subcommittees created include:

- Campus Climate, chaired by Paris Wicker, associate dean of students for campus programs
- Opportunity/Achievement Gap, chaired by Monita Mohammadian Gray, dean of academic success
- Employee Recruitment, chaired by Karen Hoffmann, associate professor of English and diversity enhancement
- Employee Retention, chaired by Rochelle Blindauer, director of human resources
- Professional Development, chaired by Curt Lauderdale, dean of students

## PCDA Subcommittee Activities

### Campus Climate

Over the 2016-2017 academic year, the campus climate subcommittee focused much of its time on defining campus climate and the expectations of the committee to the Lawrence and Appleton community. Using the University of California system as a model, the campus climate subcommittee fashioned a definition of campus climate and also a purpose statement. Furthermore, the committee has been asked to serve in an advising capacity to the Office of Research Administration's upcoming creation and implementation of the next campus climate survey. For the next academic year, the subcommittee will plan and lead a fall trimester campaign to promote and incentivize completion of the campus climate survey to Lawrence community. There are also plans to create a campus climate web presence on the Lawrence website that will include the subcommittee purpose statement, executive survey results and institutional responses to survey findings.

### Opportunity/Achievement Gap

The PCDA Subcommittee for Achievement and Opportunity Equity has met to determine the direction and the scope of our work. As we start this work, we have concluded that our purpose is to identify factors that contribute to achievement and opportunity inequities. We will develop and implement initiatives that address and create greater equity for students to engage high impact learning practices with priority initially given to off-campus study, undergraduate research and independent study and honor theses.

The data points we will examine include:

1. Demographic information and other group identifiers (pre-college program participation, Posse, etc.).
2. Academic performance (end of year GPAs) and academic standing.
3. Gateway course performance (*Freshman Studies*, course geared to develop students for these experiences).
4. Academic progress and earned credits brought into Lawrence.
5. Entering academic information (high school GPA, standardized test scores as reported, college credits earned, e.g. AP, IB, CIS, etc).
6. Cocurricular involvement.
7. Financial indicators, e.g. late fees, loan indebtedness, etc.
8. Major/division.
9. Writing/speaking-intensive course completion and performance.

Additionally, we have discussed analyzing registration inequities as they relate to student priority registration by class standing and credits earned and slowed academic progress and its impact on students' completion timeline.

### Employee Recruitment

The work of this subcommittee consisted of developing a process for identifying diverse applicant pools, selecting diversity point people within Lawrence University to serve as consultants to search committees and the development of a document outlining a step-by-step process for inclusive hiring (including a detailed chain of referral technique).

Membership of the 2016-17 PCDA Subcommittee on Employee Recruitment: Karen Hoffmann (chair; faculty); Christyn Abaray (athletics); Rochelle Blindauer (human resources); Lindsay Kehl (human resources) and Samantha Sowell (student '19). The PCDA Subcommittee on Employee Recruitment for 2016-17 devoted the majority of its work to designing a staff hiring process that

## DIVERSITY AND INCLUSION EFFORTS

addresses diversity at each step of the search. Drawing on the model of the current process for diversity in faculty searches, the subcommittee tailored the process in a number of ways to fit staff hiring. The subcommittee has generated a multipage guide for the process and included appendices with sample job ads, sample diversity questions for interviews, etc. The subcommittee has proposed, as an integral part of this new process, the creation of a team of staff members drawn from departments across campus to serve as diversity point people on various staff searches. The subcommittee gained approval for the new process from the president's cabinet in August 2017. In addition, members of the subcommittee served as advisors to the mental health counselor search. The committee members see the counselor positions as crucial in Lawrence's efforts to support our diverse student body.

The 2017-18 Subcommittee on Employee Recruitment will work with the vice president for diversity and inclusion and the Subcommittee on Professional Development training for hiring managers and the staff members serving as diversity point people. The subcommittee will also monitor the implementation of the new staff recruitment process and make any needed revisions.

### **Employee Retention**

2017 marks the first year of the formation of employee resource groups at Lawrence University. These groups have increased cultural awareness and created a greater sense of community and connection to employees at Lawrence University.

The retention subcommittee introduced four employee resource groups. Each group set goals for the group, socialized and learned from each other. These will continue with the overarching goal of making connections and support for individuals from underrepresented groups. A description of each of the resource groups follows.

#### **Emerging Professionals Resource Group**

The emerging professional's resource group provides a support network for new and emerging professionals. The group will create a positive working environment that values the unique skills and challenges of those starting a career in higher education. The group identifies areas for development and solicits information and experiences from others working in higher education.

#### **Pride Resource Group**

The pride resource group is a network for faculty and staff who identify as LGBTQ or other non-normative sexualities or genders. It also supports faculty and staff with family who identify as such. This group will provide a space to network, socialize and discuss ideas and resources with others who identify in a similar way.

#### **Employees of Color Resource Group**

The employees of color resource group is a network for faculty and staff who identify as an employee of color. This group provides a space to network, socialize and discuss ideas and resources with others who identify in a similar way.

#### **International Employees Resource Group**

The international employees resource group is a network for faculty and staff who identify as an international employee. This group will provide informal networking amongst international employees, with opportunities to discuss current support systems at LU, needs for future support and the vision for this resource group's activity.

## Professional Development

The Professional Development Subcommittee of the President's Committee on Diversity Affairs is committed to providing a variety of training opportunities related to improving cultural competency and the ability to hold productive conversations and deliberations across differences on the part of students, staff and faculty. In this first year, the professional development subcommittee began mapping out a direction for the committee's work.

The foundational step is helping the community build a skillset around authentic dialogue. This was done through a connection with the Sustained Dialogue Institute with trainings being held on campus each of the past three terms. The committee also supported the human resources department in the planning of the all-staff professional development day in late June 2017. Lastly, the subcommittee supported the Office of Diversity and Inclusion at the diversity conference on campus in August. Moving forward, the subcommittee will continue to support the all-staff training day and diversity conference and will likely pick an area of focus, such as supervision, in which to offer workshops and training sessions.

Professional Development Day was a half-day workshop focused on developing the whole person, both professionally and personally. Many of the topics can be applied to work and home lives. They ranged from the respectful workplace to the art of being a good listener. It began the morning with a keynote speaker from the Kirwan Institute, Lena Tenney, on implicit bias. Participants continue to discuss the excellent presentation Ms. Tenney shared and profound impact it had on their understanding of diversity.

## Promising Practices in the Classroom

### The Pedagogy Committee

A focus for the university's Pedagogy Committee during the academic year was to promote the use of inclusive pedagogy across campus. The committee sponsored several workshops and book discussions for this purpose.

These included a discussion of Claude Steele's book *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* followed by a workshop on stereotype threat in the college classroom; a workshop on strategies for infusing Carol Dweck's mindset research into our teaching; and a keynote and workshop by José Bowen, author of *Teaching Naked*. Faculty were also invited to apply for funding to make modifications in the courses they teach to enhance inclusion using

evidence-based techniques. These events were funded by a planning grant from the Mellon Foundation.

### The Department of Anthropology

The Department of Anthropology has been able to contribute to creating a more inclusive Lawrence University through our curriculum. The majority of our course offerings address a holistic understanding of human diversity, from a global and historical perspective and through multiple theoretical lenses. This is achieved starting in our introductory courses and continued through into our advanced seminars. We are able to cover domestic diversity—important topics of race, ethnicity, gender, class, intersectionality of social identities, the embodiment of social disparities—from this comparative perspective. We teach students to not only think critically about these important aspects of social identity and lived experience, but to be able to apply their knowledge to addressing issues within our community. In particular, the methods of ethnographic inquiry (participant observation, focus groups, interviewing) and analytical skills have given our majors, many of whom have been leaders in the campus community, tools to understand, empathize with and respect the perspectives of others. We therefore have been able to engage in substantive, topical discussions with our students regarding inclusion and diversity issues on campus, as well as within our broader society.

As part of our additions to our curriculum that work towards creating a more inclusive campus, we again offered a new advanced topics course *ANTH 500: Disability and Culture*, which, rather than locating disability within the body, poses disability as a socially constructed, relational category of difference—and draws from cross-cultural ethnographic studies to illustrate these social processes. While teaching this course, I spoke to interested students at the Diversity Center on this topic. In addition to this course, a greater emphasis has been placed on the social determinants of health (the political economy of health) as manifested here in the U.S. in our medical anthropology courses as this is highly relevant to our students' lived experiences and expands their understanding of biosocial processes at work in our own communities. Offerings have also been expanded in linguistic anthropology that specifically address students' daily lived experiences of diversity. We will offer an advanced topics seminar *ANTH 530: Language, Gender and Sexuality* and *ANTH 331: Introduction to Sociolinguistics* in the 2017–18 academic year.

In most of our discussion seminars, we gauge student interest and then work those topics/readings into our courses, either directly or through topic choices for papers/projects. Our *Senior Experience* allows for our majors to explore in-depth topics that interest them. Over the last

two years, the majority of our seniors have examined topical questions of race, ethnicity, gender, sexuality and other aspects of diversity that are important to them. The posters showcasing their work are then displayed in our department hallways and work to educate others on these important issues.

In terms of specific pedagogical practices, we have attended workshops on inclusive teaching. We have since gone through our materials for our courses, noting when wording of older materials may need updating or explaining to increase inclusivity. (See below.). For example, our kinship mapping exercise from our introductory course used conventions developed decades ago that assumed a gender dichotomy. We have updated our materials to incorporate a more inclusive understanding of gender variation and identity. We also learned inclusive practices for managing difficult dialogues in the classroom (the LAURA method: listen, acknowledge, understand, respond). I greatly appreciated these workshops' emphasis on being mindful of inclusion of all, rather than inclusion of marginalized students at the expense of exclusion of others. Our discussion seminars have been more open and comfortable (for faculty and students) when utilizing these inclusive discussion practices. To better accommodate students with different learning needs, a faculty member has put his video lectures and practice assignments online at the start of the term for his required quantitative methods course, ANTH 207, so that students needing more time to understand the material or work with a tutor can work ahead and thoroughly review the material. For ANTH 120, an introductory archaeology course, the faculty member put his lecture notes online, and plans to add his PowerPoint presentations this coming year.

Testimonials from members of the Department of Anthropology:

—I have made and continue to make changes to all my syllabi and to my pedagogy to ensure representation in assigned texts of scholars from marginalized communities and from the colonies who may have been written out of the anthropological canon. I also explicitly draw attention to this erasure when I teach them. I am working on trying to ensure my courses are accessible to students with disabilities, identifying resources for them and doing my best to ensure my courses are inclusive of them. I reach out to as many of my students as I can individually to make sure they understand concepts and to answer any questions they might have. In 110, by having students submit questions or comments to me at the end of class, I was able to do this nearly every day.

—In the wake of last fall's election and the deterioration in civil discourse that surrounded it, I initiated a collaboration with colleagues outside of the department to develop a leadership development course. The effort is not only a response to student demand for a curricular option for leadership development, it is also intended as a means of enhancing communication and productive problem solving on campus over the long term. The course will be taught for the first time this fall and will include journaling, on-campus leader-shadowing and a Björklunden retreat with team-building exercises. I believe that all of these can fit under the umbrella of inclusive pedagogies. In addition, the course will feature numerous guest speakers who will themselves represent a very diverse group of leaders. Finally, the collaboration between a Hispanic male music professor, an African American female athletic director and a white male anthropology professor, is, itself, an expression of the diversity of the Lawrence learning community. This course also grows out of my experience as the Pieper Professor of Servant Leadership, part of which included creating and teaching *UNIC 160: Leadership and Service*.

## Biology

The Department of Biology increased the ethnic diversity of its faculty with a new hire this year. This was the result of an exhaustive effort to expand and diversify our applicant pool. It was largely the result of a faculty member's attendance at a special session at the Ecological Society of America and making direct contact with our future colleague.

As a faculty, we have all made changes to our courses to varying degrees to enhance inclusiveness. For example, most biology faculty hand out notecards at the start of class asking for information on students' preferred pronouns, learning styles and concerns. For example, one faculty member uses this information to follow up with students who express any concern—this led to several office meetings during the winter term which would not otherwise have happened. We have all begun to assign students to groups rather than having them self-assigned. Faculty used a mixed approach last year in the introductory course by allowing students to pick a partner and then (somewhat) randomly pairing the pairs into groups of four. A new faculty member introduced a “flag system” in his *Freshman Studies* section, in which students could throw a yellow or red flag on the table when someone spoke something offensive. In addition, faculty received an inclusive pedagogy course modification grant of \$1000 to modify our introductory biology course (BIOL 130) to better serve all our students. Specifically, they aim to “flip” the course and include much more discussion and group work during class time.

Beyond classroom modifications, the biology faculty have continued to be involved with the student organization Lawrentians Enhancing Diversity in Science. This involvement has opened dialogue with students and has made faculty more approachable. For example, our *Senior Experience* course included the book *Henrietta Lacks* chronicling the discovery of HeLa cells, which revolutionized medical research and were harvested from an African American woman without her knowledge. We have used this book for several years, but this year two students came to the instructors with concerns as to how the book was presented. During Winter Term, we invited a student to our department meeting to present some ideas that he'd researched on making the biology department more inclusive. These are just two examples among many of a growing dialogue between students and biology faculty on diversity and inclusion.

We have also worked on intentionally diversifying our speaker series, the Recent Advances in Biology lecture series, over the past few years. This has meant flying in speakers rather than simply drawing from a local pool, but the added expense has been worth it! We have also highlighted the successes of individuals from underrepresented groups by hanging photos and bios of Lawrence alums in the Youngchild Hall stairwell.

## Choir

Choir has implemented a number of initiatives to make their instructional environment more inclusive. Some of them are listed below:

- In initial auditions for choirs, we now have a sign on the door that says, “There is a place for every singer at Lawrence. Please let us know your preferred pronouns.”
- Viking Chorale has removed the suits/dresses requirement and now goes with “something nice in black.”
- For every concert, the director programs repertoire/curriculum written by women and repertoire written by underrepresented cultural/ethnic identities.
- Programming/curriculum for the first concert (October 2016) of the year was music by/for/about LGBTQ composers.
- Greater intentionality about including repertoire from underrepresented populations in a way that does not caricature into “world music.” In November 2016, that included African American composer William Grant Still's setting of Catherine Garrison Chapin's *Plain-Chant for America*. In February 2017, that included Jewish composer Ernest Bloch's *Adon Olam*. In May 2017, that included LatinX composer Jorge Cordoba-Valencia's *The Divine Image*.
- At the beginning of the year and throughout, we discussed what it meant for choir to be a safe space and a brave space.
- Intentionality about bringing in colleagues to explain religious principles involved in a song so that all faith traditions are given respectful instruction.
- The orchestra and wind ensemble and symphonic band have all left the gendered tuxedo/dress model.
- The voice department “vocal literature” class now includes a book of African-American songs.

## Classics

The Department of Classics has been working to create a more inclusive learning environment in its courses, especially with regard to the pedagogical design of our assignments and in-class activities. Term papers and closed-book examinations remain useful tools for teaching and assessment, but we recognize that an exclusive focus on these traditional assignment forms may not give every type of student the fullest opportunity to learn or to demonstrate effectively what they have learned. First-generation college students in particular may be at a disadvantage when they initially encounter the expectations and criteria for evaluation that accompany such assignments. Over the past three years, therefore, the department has made a conscious effort to address this potential source of inequality in the classroom. First, we are endeavoring to provide more guidance and support to students working on research papers and other final projects; our efforts in

this vein have included breaking up larger assignments into multiple evaluated stages during the term, incorporating skills workshops and in-class research sessions into our courses, and requiring one-on-one consultation meetings that enable the instructor to offer early feedback and/or discuss preliminary drafts with each student individually. Second, we have diversified the ways in which we promote and assess student learning by introducing a broader range of types of assignments and in-class activities into our courses, including peer review and small group exercises as well as performance- and participation-based assignments such as structured debates, presentations and role-playing simulations. These approaches have proven especially successful in our courses in Greek and Roman history and classical civilization, which are taught in English translation and which attract students with a broad range of academic interests and backgrounds.

In recent years the field of classics in North America has begun to acknowledge and address the implicit biases that continue to exist within what has traditionally been a white- and European-dominated academic discipline while also striving to correct the outdated but still widespread misconception that ancient Greece and Rome were exclusively “Western” or “European” civilizations, such that the study of classical antiquity is often incorrectly viewed as an inherently Eurocentric pursuit (see, for example, the public statement from the Board of Directors of the Society for Classical Studies, the professional association of classical scholars in the United States and Canada: <<https://classicalstudies.org/scs-news/public-statement-scs-board-directors>>). For its part, the LU Department of Classics emphasizes in all its courses the understanding and appreciation of ancient Greece and Rome as highly diverse and multicultural Mediterranean civilizations, whose cultures were shaped far more profoundly by their connections and contacts with other peoples in North Africa and the Middle East than by any in Europe. Similarly, as members of the Lawrence community, we are eager to do our part to foster and enhance the diversity of the student body and to understand more fully the various obstacles that may impede the university’s ongoing efforts to become a more inclusive institution.

### **Ethnic Studies**

Through an extensive national search using best practices for increasing the diversity of candidates in faculty searches, the Department of Ethnic Studies hired an individual who will begin teaching in the fall and greatly increases the diversity of the faculty along several dimensions. This hire also enables the department to begin work in earnest to set the stage to offer a major in ethnic studies.

This new hire’s teaching load includes the following in the 2017-18 academic year:

*ETST 200: Race and Ethnicity in the U.S.* MWF 9:50- 11:00 (Fall 2017)

*ETST 370: U.S./Mexican Border Sociology* TR 2:30-4:20 (Winter 2018)

*ETST 265: Black and Latin@ Sociology* MWR 1:50-3:00 (Spring 2018)

A minor in ethnic studies prepares students for a demographic future of the United States and the world that will be increasingly diverse in all categories of social difference.

### **German**

Most of what we have done in German concerns the curriculum. Historically, German was long a somewhat retrograde discipline that was largely centered on the history of the language and a very limited canon of great works, almost exclusively produced by white males. We have, however, been a German studies program rather than a German department for almost 15 years, and that means that we engage not just German culture, but also culture which we understand to include the political and cultural

context in which works arise and are read or viewed. In addition to the monuments of German high culture, we also introduce students to, and offer courses that deal with, film, children's and young adult literature, nonfiction and noncanonical literature. Most significantly, we offer courses devoted to German crime stories, the investigation of Otherness, the Holocaust and other darker sides of German history, and the long history of migration and German culture. Our Berlin course culminates in a 10-day-long trip to Berlin, in which each of the students leads a day-long walking tour, many of which are well off the usual tourist destinations. This past December, we spent one morning with an initiative started by Muslim women who lead tours that culminate with a visit to a mosque, a new experience for most students, and lunch at a Turkish family restaurant. In addition to the course devoted to migration and German culture, we have included texts by others throughout the curriculum. Our fourth-term introduction to the intermediate sequence now includes a young adult text written by a Turkish German woman that takes on the issue of headscarves and after school Koran courses from the perspective of two Turkish German high school students, one of whom wears a head scarf, while the other woman struggles to understand her choice. Next year's version of the YA course will include a new novel about a road trip undertaken by two 16-year-old boys, one of whom is a refugee from Russia. The premise is that Germany and German culture are not as white as students might otherwise expect

## Physics

The department has been working to make two of our introductory courses for majors, Physics 151 and Physics 160, more inclusive. Substantial work by social psychologists (reviewed in Aguilar, Walton, and Wieman, *Physics Today* 67, 43 (2016)) has shown that specific interventions can reduce the effects of stereotype threat on exam scores, grades and learning outcomes in introductory physics for underrepresented groups such as African American students and women students. The particular interventions which have been shown to have some effect are social belonging, growth mindset and values affirmation.

In preparation for a full implementation of these interventions in our three introductory courses in 2017-18, **we included values affirmation interventions in two of them.** In these interventions, we asked students to "spend the next ten minutes or so first thinking and then writing about something that is important to you. Discussion isn't necessary. Anything you write is completely confidential. So please be open." Surprisingly, these brief interventions were shown by Walton to be effective at improving outcomes in introductory physics classes.

In addition, **we included two types of growth mindset work in Physics 151 and 160** this year. In 151, we asked students to watch a TED talk by Carol Dweck, *The Power of Believing That You Can Improve*, prior to the first midterm. Anecdotally, students reported positive surprise at the idea that they could improve at physics. In Physics 160, after each midterm, we asked students to fill out a "midterm wrapper" which asked for self-assessment on ways in which their study was and was not useful in midterm preparation, and for work they would do to improve going forward.

Finally, in **Physics 160, we also reorganized the classroom from a traditional lecture classroom to a "SCALE-UP" style classroom** ([scaleup.ncsu.edu](http://scaleup.ncsu.edu)) emphasizing collaborative group work in the classroom. There is evidence that this reorganization is more inclusive; at the least, it reduces grade differentials between students from underrepresented groups and majority groups. The class itself was likewise reoriented away from pure lecture toward more active group-based work.

## Psychology

Former Provost David Burrows reports that in his introductory psychology course he encourages students to become self-directed. When students have their exams returned, they are encouraged to take a retake exam. If they do so, the exam has questions only on those items from the original exam not answered perfectly. This gives them an opportunity to study what they had trouble with and focus on that for the retake. Burrows also gives them the opportunity to generate one of the two essay questions on the exam. If a student gives him a question, he asks that as one of the two essay questions on that student's exam only. He encourages them to give him questions that relate to their own experiences. This means that they can apply the knowledge in the course to things that interest them. And, of course, Burrows gives optional review sessions where students can come and ask questions. The whole idea is to encourage them to take active charge of their learning and to relate their learning to their own lives.

## Theatre Arts

The Department of Theatre Arts has a variety of best practices to encourage an inclusive community. Our discipline employs a wide range of teaching and learning strategies, all of which enhance our ability to foster an inclusive mindset in our department. Our performance courses encourage students to create self-expression based on their own identities and modes of expression, including textual and movement-based assignments. Our design area challenges students to find artistic metaphors that communicate across cultural

identities. Our literature and history courses challenge students to understand plays and musicals created in a wide variety of cultural contexts, while always seeking to find modes of expression that speak to our current climate.

Perhaps the most visible practice in our department is our now decades-long commitment to inclusive casting in all our productions. We cast across gender and ethnic expectations to foster a climate of inclusion for our students and as a way to show our audiences that the human story crosses a wide variety of social constructs. For each production, we carefully consider the complex symbol systems of the play and identify roles that can benefit from presenting them in ways that are not beholden to racial and gender expectations of the original production. We find that there is a great deal of space in each play to explore a variety of representations that serve our students and train our audiences to see beyond the surface of a text to explore possibilities that empower us all.

In short, the Department of Theatre Arts employs a wide variety of teaching and learning modalities, allowing difference to be experienced as an asset in the classroom. In production, we actively practice inclusive casting for each production to serve our students as fully as we can, while training our audience to consider that core character traits are shared across communities in the service of bringing life to important stories from our stages that reflect our shared experience.

### **Trumpet**

Because I see students one-on-one as both an advisor and instructor, we can develop a relationship and talk pretty openly. Last year, there were multiple events that students wanted to talk about: the election, noninclusive attitudes expressed on- and off-campus, etc. I simply make sure the students feel comfortable in lessons with me personally and, as much as possible, with one another. We have taken trips together to trumpet-related events and we do a yearly Björklunden hang. My feeling is that trust is a commodity worth more than money. I always trust my students, even if they fail themselves at various points, I still trust they are doing their best.



## Promising Practices in Programs and Services

### Athletics

The Department of Athletics has initiated discussions about various provocative topics (politics, religion, cultural differences, race, mental health issues, sexual orientation, campus culture on sexual behavior/rape) with the goal of having open and honest communication.

We stress the importance of agreeing to disagree at times with the understanding that everyone deserves respect and has a right to formulate their own opinions. We attempt to look at any topic of diversity and inclusion as an opportunity to learn and grow from each other.

On our teams we deal with diversity very directly. We make sure that students acknowledge that while we are all part of a team that doesn't make us the same. After that, it's about learning the differences we have and why they exist. What makes us a successful team is embracing/respecting those differences and using them as an opportunity to forge friendships through purposeful discussion (usually at dinner after practice) with people we maybe wouldn't have in the past or we wouldn't if we weren't part of a team.

We ensure that students know that, especially for freshmen, this isn't always a comfortable process. We also try to share our own experiences (for example meeting my first Jewish friend/teammate when I was in college) as a way to let them know that getting to know new people/cultures/ideas/orientations is something everyone goes through at some point and that there should be excitement in learning these things.

### Health and Wellness

Health and wellness has been invested in the diversity and inclusion efforts on campus throughout the 2016-17 academic year. Health and wellness provided several group experiences for marginalized students. *Food, Fun and Friendships*, an international student discussion series, was run during the winter term. *Black Girls Healing* ran throughout the year. Additionally, a trans support group, *Building Community*, was offered in the spring term. Outside of these group offerings, health and wellness supported two important programs related to sexual assault prevention. This was the first year that LU has had a campus sexual assault advocate. Additionally, the "It's On Us" campaign was well-received across campus. This spring, considerable efforts were made to ensure that the next year's insurance plans had adequate medical and mental health coverage. This insurance plan is primarily used by international students and by domestic students who may not have family coverage. Another focus area for professional staff is encouraging diverse staff members to attend national conferences. One staff member was able to utilize departmental funds to attend the national multicultural conference and summit in Portland, Oregon.

### Human Resources

In an effort to be more inclusive, human resources (HR) started checking in with employees, either shortly after hire and those with longer seniority, on a monthly basis. We check in on campus culture, workload, manager and climate. We hope these efforts help create an inclusive environment and help address issues to avoid turnover of staff. HR created a new learning and development program called *Learning at Lawrence* to provide learning opportunities to all staff and faculty. We will provide valuable programs and the opportunities for staff and faculty to connect more frequently. The Staff Connections Committee is working toward creating a more inclusive Lawrence. Late Spring Term, the committee started a networking lunch series, providing a space for staff to gather and discuss specific topics. They will continue these efforts next year and add special guests to ask questions and learn from. Staff Connections will feature a presentation/workshop on creating inclusive workplace environments.

### Pow-wow Demonstration

To help raise awareness about Indigenous Peoples Day, Lawrence University, hosted a Native American pow-wow demonstration on October 11 in the Memorial Chapel. The program featured the award-winning Menominee Nation Smokeytown singers and drum group, along with local tribal dancers, sharing their unique history and musical traditions. The pow-wow is part of a national effort to reimagine the traditional Columbus Day holiday, shifting it from a celebration of colonialism into an opportunity to focus on the many positive contributions of indigenous people in America.

### Posse Program

The Posse Program identifies public high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. Posse extends to these students the opportunity to pursue personal and academic excellence by placing them in supportive, multicultural teams—Posses—of 10 students. Posse partner colleges and universities award Posse Scholars four-year, full-tuition leadership scholarships. This is the tenth year that Lawrence has become the academic home for Posse cohorts hailing from New York. Seven Posse scholars graduated at the end of the 2016-17 school year who were part of the Posse 7 group. Lawrence University's Posse 7 graduation included many proud families, faculty, staff, students and the Chair of LU's Board of Trustees Susan Stillman Kane.

### Research Administration

*Using data to tell our diversity and inclusion story for grant funding*  
Our office provides data to the Corporate, Foundation, and Sponsored Research Support Office that are used in successful grant proposals. We provided data for two Mellon grants (*Renewing and Diversifying the Faculty and Curriculum* and *Associated Colleges of the Midwest*

## DIVERSITY AND INCLUSION EFFORTS

(ACM)/Committee on Institutional Cooperation (CIC) Mellon Undergraduate and Faculty Fellows Program for a Diverse Professoriate) awarded to Lawrence. We provided data and developed an evaluation plan for the Howard Hughes Medical Institute Inclusive Excellence Grant 2017. The purpose of our proposal was to transform our introductory science courses to be welcoming and engaging for all students, specifically underrepresented minorities, first-generation, low-income, and transfer students, as these groups remain underrepresented in our science division. Lawrence advanced to the final state, but we were not among the institutions to receive a 2017 award. We are eligible and plan to submit a full proposal for the 2018 competition.

The director assisted with a literature review, meta-analysis summary and data gathering for an award-winning Title III Strengthening Institutions Program grant proposal. The five-year federally funded project enabled Lawrence to launch a comprehensive set of initiatives to foster student success and persistence. Although these initiatives serve many, if not all, students at Lawrence, they specifically focus on assisting AALANA (African American, Latin American and Native American), first-generation, and low-income students. Caitlin Weiing spends 0.5 FTE working on the evaluation of this grant.

### **Assessing campus climate**

We provided a thematic summary of comments on the Campus Climate Survey as it related to religious beliefs. President Burstein spotlighted the religious issues, speaking about the need for spiritual and religious leadership on campus. The qualitative survey data were used by the Corporate, Foundation, and Sponsored Research Support Office in a grant proposal for the Julie Esch Hurvis Dean of Spiritual and Religious Life position, which is now in place. Our office is assisting the Office of Diversity and Inclusion with generating charts summarizing Bias Motivated Incidents reported during the last two academic years (2015-16 and 2016-17).

### **Surveys and disaggregated data**

Subgroup analyses are conducted by a variety of demographic categories, including but not limited to gender (sex), race/ethnicity, sexual orientation, first-generation status, and low-income status. These analyses allow us to understand how experiences and perceptions differ by subgroups, be their voice, and inform others so we can improve not only as an institution, but as individuals as well. Our office uses preferred names and pronouns when applicable for surveys. Our office also reviewed gender identity and sexual orientation response options on surveys. The office is also working with HR, the PCDA and the Office of Diversity and Inclusion to update and administer a comprehensive campus climate survey to be administered in regular intervals beginning in the 2017-18 academic year.

### **Seeley Mudd Library**

The Seeley Mudd Library strives to make this a space where all members of the Lawrence community feel welcome and comfortable. We see the library as the heart of the campus—a place where all students, faculty and staff can come to study, focus, learn, and interact. We make an ongoing effort to showcase the diversity of the Lawrence community and the library's collection through displays, events, and outreach. Display topics have included: Asian-Pacific Heritage Month, Black History Month, Celebration of Racial Diversity, Empowerment, Hispanic Heritage Month, LGBTQ History Month, Mental Health Awareness Month, Native Voices and Women's History Month, which also covered intersectionality.

### **Spiritual and Religious Life**

Fourth Friday Lunches: The Office of Spiritual and Religious Life provides a simple meal during which folks are invited to join to discuss a basic theme that is announced in advance. These gatherings provide a low-key opportunity for people to break down the traditional silos and to share personal experiences and ways of making meaning and processing shared life experience. We are continuing the use of the center facility during the summer with Monday Salads at Sabin.

Spiritual Lives at Lawrence: This is a video interview process through which the office hopes to capture a wide range of campus community members talking about their spiritual identity and their experiences on campus. This project takes advantage of our film studio, and the office has a goal of using the

resulting library of edited interviews to normalize conversation about diverse spiritual identities, backgrounds and experiences. This year, we were able to interview five faculty and five students. Next year, we plan to standardize the process for more effective marketing.

### **Title IX Coordinator**

For the first time in its history, the university has an employee whose sole job is to coordinate efforts related to preventing and responding to gender discrimination. After a national search, a lawyer and alum, Kim Jones '00, was hired for the position and began work fall 2016. During the year, her work has focused on revising the Lawrence University process for handling sexual misconduct, Title IX training for students, faculty and staff, and responding to Title IX complaints.

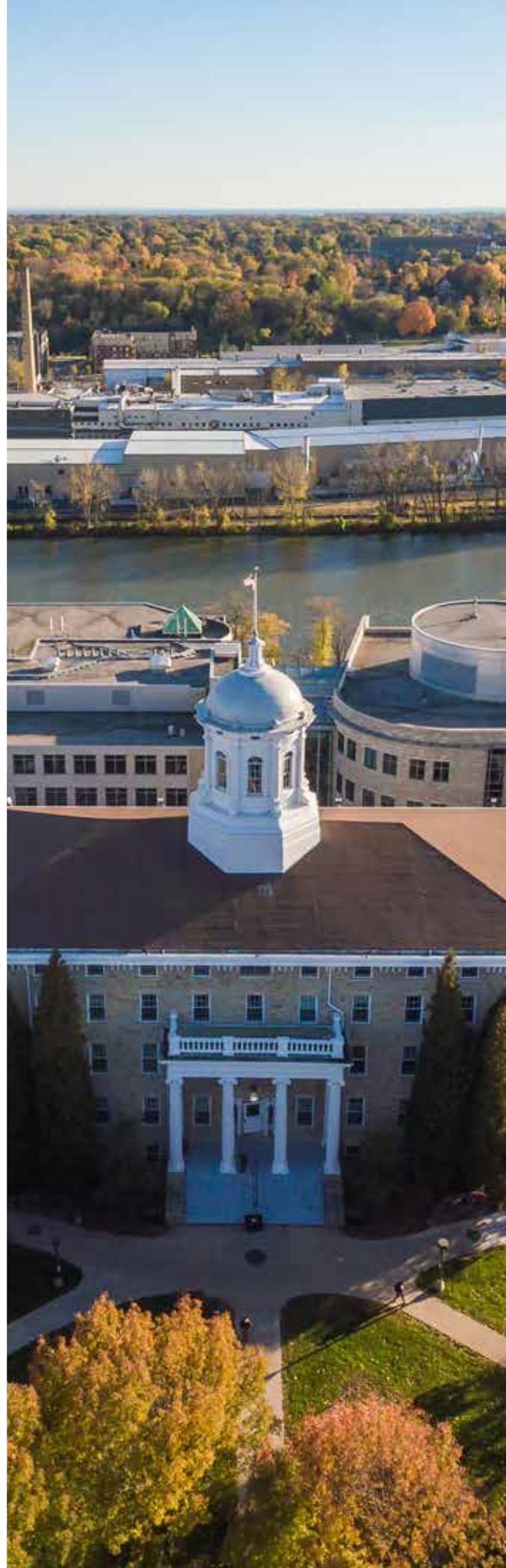
### **Volunteer and Community Service Center**

The Volunteer and Community Service Center (VCSC) continues to support three cultural support programs and incorporates regular trainings and discussions around equity, social justice and inclusion into all staff meetings, Martin Luther King Jr. Day activities and ongoing volunteer programs. Student leaders of diversity-focused organizations often visited the VCSC the past two years and shared academic and social challenges at Lawrence. Cultural support programs and trainings/discussions around diversity and inclusion will continue in the future. How the space physically looks and what artwork is on the wall will be evaluated to ensure an inclusive space. Forms, documents and websites will be thoroughly reviewed to ensure we are using culturally sensitive language. Diversity and inclusion-related questions remain in the interview process and were added to the student staff evaluation process, year-end reports, etc. Diversity and inclusion will continue to be a consideration when selecting community organizations with which to partner. Martin Luther King Jr. Day of Service is a great opportunity to engage the campus community in dialogue and learning opportunities around diversity and inclusion. The director of volunteer programs will continue to participate in a change team to continue to improve her leadership and efforts of the VCSC, as well as support her colleagues in their diversity and inclusion journey.

As part of VCSC programming, three Lawrence students led Hmong Youth Pride and Empowerment (HYPE), Organization of Latin@ American Students (OLAS) and Black Youth Empowerment (BYE) programs with middle school students at a new charter school. All three groups had a mission to foster empowerment in Hmong, Latin@ and Black youth by creating a space to share ideas, bridge the gap of cross-cultural misunderstanding and provide various activities focused on youth development and empowerment.

The Martin Luther King Jr. Day of Service is a nationally recognized “day on, not a day off,” as Lawrence joins with thousands across the nation to honor Martin Luther King Jr.’s message of hope, community, equality and to try to answer his question, “Life’s most persistent and urgent question is: ‘What are you doing for others?’” Lawrence sponsors the Martin Luther King Jr. Day of Service by organizing a book discussion and volunteering.

The Brunch Read and Reflect Book Discussion is an event organized by a committee of students, staff, faculty and administrators that allowed students, staff and faculty to come together for a productive discussion on identity and some of the systemic injustices that exist in our society today. This year’s book was titled, *Nobody: Casualties of America’s War on the Vulnerable from Ferguson to Flint and Beyond*. Approximately 150 students, staff and faculty gathered to discuss the issues identified in the book in greater detail.



## Appendix A

### Academic Freedom Statement

Lawrence University, a liberal arts college and conservatory of music, is dedicated to the development of intellect and talent, the pursuit of knowledge and understanding, and the cultivation of critical literacy and sound judgment. To that end, members of the Lawrence community are free to engage in, speak on, and write about scholarly research and creative activity without fear of censorship or retaliation. In the classroom, laboratory, and studio, teachers must be free to teach and students free to learn; we must be free to challenge each other's beliefs, to explore new ideas and critically examine old ones, and to listen to others without disruption. Knowledge, skill, understanding, and creative expression are acquired through interactions that are often complex and even controversial. Although these interactions may at times cause discomfort, they may not be obstructed. Intellectually honest and vibrant communities engage in complex interactions and the ability, hereby protected, to exchange ideas in a spirit of mutual respect is essential to our educational mission.

Lawrence University faculty, as well as invited speakers and performers, may express their views publicly. However, the university may restrict speech that is defamatory of character, harassing, or infringes a protected right to privacy or confidentiality. *Adopted February 7, 2017*

### Statement on Inclusion

The Faculty of Lawrence University reaffirms its commitment to fostering a diverse and welcoming learning community that embraces all members, including those marginalized by aspects of their identities. The principles of respect and inclusion are critical to our mission as an educational institution dedicated to cultivating dialogue across differences and to the development of meaningful citizenship that will meet the challenges of a complex world. *Adopted February 7, 2017*



## Appendix B

### Nondiscrimination and Equal Employment Opportunity Policy

Lawrence University is committed to providing equal access and opportunity to qualified individuals of all backgrounds. In accordance with this policy and with applicable federal and state law, the university prohibits discrimination in admissions, its programs and activities, employment and advancement on the basis of race, color, creed, religion, national origin, ancestry, age, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, genetic information, disability, military service, protected veteran status, political affiliation, arrest record or conviction record.

Retaliation against an individual for filing a discrimination complaint or for participating in a complaint investigation violates this policy and may constitute a form of illegal discrimination. University policy also prohibits harassment of individuals on any of the bases listed above. An act based on an individual's status as listed above may violate this policy and warrant university discipline even if the act does not rise to the level of unlawful discrimination, retaliation or harassment.

To request information, assistance or to file a complaint for violations of this policy, contact Catherine Gunther Kodat, provost and dean of the faculty, second floor Sampson House, at 920-832-6528 or [catherine.g.kodat@lawrence.edu](mailto:catherine.g.kodat@lawrence.edu); or Christopher Lee, vice president for finance and administration, 117 Brokaw Hall, at 920-832-7694 or [christopher.lee@lawrence.edu](mailto:christopher.lee@lawrence.edu); or Rochelle Blindauer, director of human resources, 101 Brokaw Hall, at 920-832-6541 or [rochelle.l.blindauer@lawrence.edu](mailto:rochelle.l.blindauer@lawrence.edu).

To request assistance or to file a complaint specifically related to sexual misconduct or gender-based discrimination or harassment, contact Kim Jones, Title IX coordinator, room 205 Mursell House, at 920-832-7496 or [kimberly.r.jones@lawrence.edu](mailto:kimberly.r.jones@lawrence.edu). Additional information is available at [lawrence.edu/students/share/about-title-ix](http://lawrence.edu/students/share/about-title-ix).

For information about the university's comprehensive commitment to diversity and inclusion, contact Kimberly Barrett, vice president for diversity and inclusion and associate dean of faculty, second floor Sampson House, at 920-832-7451 or [kimberly.a.barrett@lawrence.edu](mailto:kimberly.a.barrett@lawrence.edu). Additional information is available at [lawrence.edu/info/offices/diversity-and-inclusion](http://lawrence.edu/info/offices/diversity-and-inclusion).

For information on federal enforcement of nondiscrimination in education, visit [wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm](http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm) for the address and phone number of the office that serves your area, or call 800-421-3481. *Revised February 2017*



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INCLUSION  
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