



2017-2018 Final Report

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Task Force Charge

In the curriculum and student learning experience, Rollins has invested heavily in gender equity and inclusion. What do we know about the extent to which students and faculty integrate their understanding of gender identity, equity and inclusion into their experiences at Rollins? What do we do to provide support for the continuum of gender identity on our campus? With well over 60% of students who identify as women in our undergraduate (both CLA and Holt) programs, how are we specifically supporting the advancement and empowerment of women students? What might we do differently to uplift gender equity and inclusion as a significant dimension of our diversity commitment at Rollins College?

Task Force Members

Alice Davidson, *Associate Professor of Psychology, Faculty Co-Chair of Diversity Council*

Abby Hollern, *Director for the Center of Inclusion and Campus Involvement*

Oriana Jiménez, *Director & Title IX Coordinator*

Ann Ketteringham, *Student Services Program Manager at Crummer Graduate School of Business*

Nolan Kline, *Assistant Professor of Anthropology*

Elisa Rodrigues, *Assistant Director, Office of International Student and Scholar Services*

Jazmine Rodriguez, *Director of Student Life, Fraternity & Sorority Life*

Jie Yu, *Assistant Professor of Education*

Methodology

The task force met multiple times during Fall 2017 and Spring 2018 to develop a plan for collecting data from faculty, staff, and students about their experiences and work regarding gender equity and inclusion on campus, as well as information from benchmark institutions about how they support gender equity and inclusion on their campuses.

- We recruited separate samples of students via email identified as “highly involved” (23 students) and “random, representative” (60 CLA, Holt, and Crummer randomly selected students). Ultimately, we conducted 3 focus groups with a total of 26 CLA students (See Appendix B for focus group questions and student responses):

- One focus group on February 12, 2018 with 6 students identified as “highly involved” on the Rollins campus (facilitated by Alice Davidson, Jazmine Rodriguez, and Elisa Rodriguez)
 - One focus group on February 15, 2018 with 1 student identified as “highly involved” (facilitated by Elisa Rodriguez and Jazmine Rodriguez)
 - One focus group on March 30, 2018 with 19 students (mostly 1st and 2nd year students) in Nolan Kline’s *Mysteries of Culture* 100-level rFLA class (facilitated by Nolan Kline and Alice Davidson)
- We created and administered an open-ended Qualtrics survey to faculty and staff on campus whose jobs require addressing and supporting issues of gender equity and inclusion. We received detailed responses from the following individuals (See Appendix for survey questions and excerpts from responses):
 - Abby Hollern, *Director for the Center of Inclusion and Campus Involvement*
 - Jill Jones, *Professor of English and Director of the Lucy Cross Center for Women & their Allies*
 - Katrina Jenkins, *Dean of Religious Life*
 - Oriana Jiménez, *Director & Title IX Coordinator*
 - Amy McClure, *Assistant Professor of Sociology*
 - Margaret McLaren, *Professor of Philosophy & Religion and Director of Sexuality, Women’s, and Gender Studies (SWAG)*
 - Pennie Parker, *Director of Athletics*
 - Penelope Strater, *Director of Student and Family Care*
- Recognizing the importance of intersectional identities, we then expanded our sample to invite more faculty and staff of color, individuals identifying as LGBTQ+, and individuals identifying as male to respond to the gender equity and inclusion survey. Specifically, we invited all members of the Diversity Council and Common Vision, a resource group for faculty of color, to take the survey. This resulted in an additional 10 responses from 4 staff members (1 male), 5 faculty members (3 males), and 1 individual who did not provide identifying information. In total, 18 faculty and staff members responded to the survey.
- We conducted an audit of peer and aspirant efforts (See Appendix for Benchmarking Spreadsheet)

Results

- Rollins Efforts

There are numerous well-intentioned efforts happening across campus around the topic of gender equity. While these efforts are positive in their silos, it is evident that a concerted effort could be made to allow for a more meaningful impact. It is also evident that not all students/faculty/staff feel included and supported. During the student focus groups and faculty/staff individual interviews, the following areas and events on campus were referenced:

- Lucy Cross Center for Women and their Allies
- Sorority Life- there was mixed feedback in this area because it was reported that Fraternity Life is not a supportive environment for gender equity
- Center for Inclusion & Campus Involvement
- Spectrum
- Voices 4 Women
- Safe Zone
- Residential Life & Explorations
- Title IX
- SWAG
- Diversity Council
- Student and Family Care
- Center for Leadership & Community Engagement
- Cornell Fine Arts Museum
- Specific academic departments/professors
- Events: #MeToo panel/discussion, Women of Color lunches, Rollins Women's Leadership Institute, Female Orgasm, PJ Party, Women in Islam, Gender Genie, Open Mic & Dyke Night, Coming Out Workshops, Faculty Pronoun Workshop

- Peer & Benchmark Institutions

Our review of peer and aspirant institutions revealed a range of support and efforts around issues of gender equity and inclusion. Common themes included the existence of some type of women's studies academic programs and visible Title IX policies. Additionally, institutions that had some type of women's center consistently titled them in alignment with "gender equity centers." Please note that the indication of a Diversity Officer does not necessarily mean that there exists a Chief Diversity Officer at the institution, but someone with "Diversity" in the title.

Information Available on Websites	Diversity Officer	Women's Center	LGBTQIA Center	Title IX Policy Available	Diversity project grants/funding	Women's Leadership programs	Queer Peer Mentoring	Trauma/ Sexual Assault Hotlines	Listed local, national, and campus-wide LGBTQIA Resources	Gender inclusive living residential halls	Women's studies	LGBTQIA Studies/ Sexuality Studies
Rollins College		X?		X	X	X		X			X	X
Elisa												
1. 210669 Allegheny College	X			X	X	X		X	X	X	X	
2. 143084 Augustana College	X			X							X	
3. 217165 Bryant University		X	X	X	X	X			X		X	
4. 113698 Dominican University of CA	X										X	
Abby												
5. 133492 Eckerd College		X		X		X				X	X	X
6. 165662 Emerson College				X					X	X	X	X
7. 218070 Furman University	X	X		X		X						
8. 173647 Gustavus Adolphus College				X		X			X		X	X
Ann												
9. 191630 Hobart William Smith Colleges	X	X	X	X	X	X		X	X	X	X	X
10. 170301 Hope College	X			X				X			X	
11. 145646 Illinois Wesleyan University	X			X				X	X	X	X	
12. 153834 Luther College	X	X		X				X	X	X	X	
Jazmine												
13. 173902 Macalester College			X	X	X			X	X	X	X	X
14. 192703 Manhattan College				X				X	X		X	
15. 214175 Muhlenberg College				X	X			X	X	X	X	
16. 204909 Ohio Wesleyan University	X	X	X	X	X	X		X	X	X	X	X
Jie												
17. 236230 Pacific Lutheran University	X	X		X		X	X	X	X	X	X	X
18. 209612 Pacific University	X	x (Center for x (CGE)		X				X		X	X	X
19. 221351 Rhodes College				X			X		X		X	X
20. 233426 Roanoke College				X			X			X	X	X
Nolan												
21. 183239 Saint Anselm College					X							
22. 195304 Sarah Lawrence College	X			X				X			X	X
23. 195216 St. Lawrence University	X			X			X	X	X	X	X	X

Limitations

- The task force put forth quality effort to recruit a diverse pool of students, faculty and staff to participate, but there are limitations to the results, including low participation in student focus groups.
- We attempted to collect a diverse range of perspectives on and experiences related to gender equity and inclusion, but the faculty and staff responses to the surveys cannot necessarily be generalized to the whole Rollins community. Still, the responses shared revealed common themes, which we address in our recommendations.

Recommendations

It is the recommendation of this task force that:

Institutional Commitment

- There should be a welcoming communal physical space where students, staff, and faculty feel welcome to discuss ideas and needs around gender equity and inclusion. This feeling of inclusion should extend to all members of the Rollins community, with a specific focus on individuals from underrepresented identities. It would be ideal that this physical space be in close proximity to the Center for Inclusion & Campus Involvement.
- We recommend that this center be referred to as The Center for Gender and Sexuality (referred to in this report as, “The Center”).
- The Center should have permanent institutional funding. The funding should be comparable to that of other departments with a similar scope.

Collaboration and Staffing

- The Center must involve a collaborative effort between student affairs and academic affairs. A co-director model should be developed with a faculty co-director who is given at least one course release to be present and involved with programming, and a full-time staff person, present and available during normal working hours, who can refer students to appropriate departments/colleagues on campus. Further, all work related to this requires a staff hire whose training and skill set are commensurate with these issues. Our findings lead us to believe that failing to staff the center adequately and appropriately is potentially harmful for students who are marginalized and needing appropriate support on campus. It is not appropriate to implement a superficial, half-developed Center with under-trained staff.
 - The Lucy Cross Center was designed and established in 2010-2011 as a coordinated effort between Academic and Student Affairs. We strongly believe this is important for its future success and sustainability as a place where the curricular meets the co-curricular. A similar example model at Rollins is the Social Innovation and Entrepreneurship co-director model. This area should also be deeply connected and collaborative with the Sexuality, Women, and Gender Studies academic program.
 - Staff may be able to lead and utilize their expertise in various areas, such as educating around consent-based issues and faculty may be able to lead in other areas, such as addressing gender bias and discrimination in the classroom; and collaborating on issues such as job training; advocating for rights; etc.

- Ideally, the staff position would be at the assistant director level and report to the Center for Inclusion & Campus Involvement or the Office of Title IX. In either reporting structure, there should be coordinated collaboration with this role and both offices.
- Ideally, the faculty member in the role should be tenured to allow the person the freedom and autonomy to be successful in this capacity.

Education

- The Center should address issues of gender equity and inclusion for students, but also for faculty and staff (address issue of gender bias in the T&P process; work/family balance issues; multiple, intersecting forms of discrimination, including racism and sexism; etc.). This work must be done from an intersectional framework and be centered around the CAS standards of education, support, and advocacy.
- The Center must be attentive to sexuality, gender expression, and equity for LGBTQ+ individuals. A name change to reflect this inclusion in the focus of the center is needed.
- The Center should specifically address education around Title IX in collaboration with the Wellness Center; including bystander intervention training, the wellness series initiatives, sexual health, and the Health and Wellness class that is part of the Rollins Competencies.
 - For example, the Center should create and offer programming open to all to discuss issues and information around sexual assault and harassment in a safe, non-threatening way. The #MeToo panel/discussion that occurred on March 22, 2018 provided such an opportunity for students, staff, and faculty. Such programming should be a collaborative effort between campus partners, such as the Wellness Center and the Office of Title IX.
- The Center should support evidence-based programming for undergraduate men on campus (perhaps, required for members of fraternities based on the feedback received) that addresses issues of gender equity and inclusion, including toxic masculinity.

Assessment

- Assessment must be prioritized and should be developed in alignment with the CAS Standards.
 - identify relevant and desirable student learning and development outcomes
 - assess relevant and desirable student learning and development
 - provide evidence of impact on outcomes

- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services
- Substantial oversight and accountability during the first year will be particularly important to ensure that the Center model is successful and sustainable.

Appendices

Appendix A - Faculty/Staff Survey Questions and Responses (Excerpts)

Appendix B - Student Focus Group Questions and Responses

Appendix C - Sample Job Descriptions

Appendix A - Faculty/Staff Survey Questions and Responses (Excerpts from 18 Respondents)

When you think about gender/gender equity on campus, what do you think about?

1. what am I missing as far as the presence of an "old boy's club" in the faculty. also, whether or not the new provisions for salary and compensation will truly address gender pay gaps.
2. I think about the pay inequities that we are currently addressing. I personally received multiple thousand dollar raise for inequity alone. While I very much appreciate the inequity being addressed financially it is hard not to imagine how much money I lost the last X years cumulatively that I will not get back. I also think of how gender equity issues appeal to far more female students than male and that the rate of feminist-identified Rollins students seems to be quite low (for a female-heavy population). I see the campus making some strides towards gender equity but I also see a Lucy Cross Center that is treated as unimportant and unworthy of attention, budget, and priority. I know the administration has repeatedly said that's not their stance but it does feel like the Center is always being asked to justify their existence. I do see that Rollins provides female students and professors with a lot of great resources for professional development and leadership opportunities to become successful and grow exponentially. I am extremely grateful for those resources. I also very much notice that gender equity remains a very white phenomenon on campus and that the brand of feminism students and professors are likely to embrace remains a liberal feminism (as opposed to a radical or multicultural feminism). That having been said, I see a huge push for diversity in hiring for faculty of color, which inevitably includes a lot of women of color. That is fantastic and I applaud that but this new diversity will also require an equally vigorous and sustained push for a focus on fostering inclusivity. I fear we may focus on diversity hiring and admissions of diverse students to the neglect of a high priority on the inclusion aspect, which will keep students and faculty here and happy and productive. I mention this only as a concern. I really hope and expect that the administration will actually prioritize not just hiring but also the environment for continuing new hires and bringing them into the fold. I also note that there is a stigma surrounding the relatively small number of women faculty concerned with gender equity who take leadership roles on these issues. I fear that just by being openly feminist and a gender scholar that I will be dismissed with eyerolls that the outspoken women professors currently experience. I am particularly concerned about how a new upcoming untenured female professor of color might deal with the double stigma of race and gender if they choose to fight for gender equity.
3. I think about how to we continue to have space for our female-identified students. I think about the Lucy Cross Center, and also the ways that we can continue to build upon the leadership already created.
4. Being treated equally at all levels: capacity to perform, motivational thrive, access to knowledge, compensation for job performed

5. I think about the specific vulnerabilities of our female students to issues such as acquaintance rape, and sexual harassment. On a different level, I also think about the prevalence of sex and gender bias in institutional systems and structures, and in everyday interpersonal interactions both at Rollins and in the larger society. And, finally, I am aware of the many norms of gender socialization that may affect some of our students adversely, such as being hesitant to speak up, or having an eating disorder, etc.
6. sexual misconduct and gender-based discrimination issues
7. Acknowledging, accepting and providing necessary support for students as they self identify their gender. Ensuring there is no bias in the type of support provided to students.
8. Treating everyone the same. Equality
9. Are all of our students supported by campus resources, and are they aware of what resources exist for them. Are we asking the right questions of our students to determine what actual needs exist?
10. Lucy Cross Center
11. I think of how this campus need need to have fairly balanced practices and regulations around gender issues. Also, solid definition always helps.]
12. we still have work to do
13. The Lucy Cross. Title IX. Rally Against Violence. Female leaders in Student Affairs. The difference of amount of women in Student Affairs/general staff compared to Faculty. Gender neutral bathrooms. Being able to change student names on different forums if they do not identify with their given name. I want Spectrum to do a Transgender day of visibility - hopefully next year.
14. I specifically think about pay equity related to gender, bias in student evaluations for LGBTQ+ and female faculty, and a visible lack of space for LGBTQ+ students, faculty, and staff. I also think about sexual assault and the very visible work of the title IX office but the lack of sexual assault prevention and sexual health education that could occur elsewhere, such as in the health and wellness course or the wellness center. I further think about the lack of contraception and pregnancy prevention information on campus, which is alarming given that Florida is an abstinence only education state and many of our students are from Florida and could benefit from robust pregnancy prevention education. Lastly, I think of the number of women in executive positions on campus and am delighted to see women occupying important roles, including the Dean of Arts and Sciences, the Provost, and Vice Presidents for Student Affairs, Dean of the Chapel, and Dean of Admission. Moreover, many of these women are women of color, and I am proud to see them at Rollins. I have been to several events related to gender and gender equity, and have co-hosted some. For example, I have been to lavender graduation and co-hosted a talk about the "me too movement."
15. Making certain the curriculum addresses issues of gender/gender equity, that programming addresses it, that there is a space that supports gender equity
16. Pay equity, public restroom access, gender representation in faculty/staff hires
17. A lack of equity.

18. Everyone should be treated equally and the needs of those who do not identify with their physical gender should be understood, respected, and accommodated

Have you been to any events on campus related to gender equity? If yes, please describe this/these event(s).

1. #metoo events, sauti film April 24, ria brodell art exhibit at CFAM
2. Many. I try to attend as many Lucy Cross sponsored events as I can. I attend theatrical performances about gender. I participated robustly in the faculty salary process. I signed up for 2 levels of Safe Zone training.
3. Any Voices meeting, Women of Color lunches
4. No
5. Yes, I have been to events related to gender equity every year, usually more than one. I have been to several Take Back the Night marches; I went to the Jackson Katz lecture on masculinity; I have been to several "town hall events" on gender and sexuality education and I have organized events on sexual assault (before we had a Title IX office)
6. My office either hosts, supports or collaborates on multiple educational events throughout the year
7. No
8. I have not been to events on campus but I have attended many NCAA forums on diversity and inclusion
9. Attended a talk by our Global Links scholar about her experiences.
10. Various Diversity Council sponsored events and Summit on Transforming Learning
11. I have not been to any events regarding equity-unfortunately.
12. I cannot recall
13. Rally Against Violence as a vendor.
14. Yes. I have been to Title IX and SWAG events, the Lucy Cross Center
15. Female O, Women of Color Lunch, Voices for Women Meetings, Spectrum meetings, the Zora Festival, the list goes on though all of these are connected with the Lucy they just sprung to mind
- 16.
17. Female O, Safe Zone, Spectrum Meetings, Voices 4 Women meetings, Month of the Woman events, Vagina Monologues
18. Diversity Council meetings and events.

Have you ever had an experience on campus where you (or someone you know) felt uncomfortable or were treated unfairly because of your (or their) gender or gender identity? If yes, please describe.

- 1.
2. Yes--a number of times. In an rFLA colloquium during group work I presented an idea to my group with little to no response. Almost immediately afterwards a male professor made the exact same recommendation and everyone in the group congratulated him on his idea. I have also had the experience of teaching a class

where I made literally 2/3 of the course content about men/masculinity and still had students negatively comment in their evaluation that "the class was biased towards women and only focused on women." I do not believe I would get these kinds of comments if I was a man teaching about gender. As I mentioned in a previous question, I know that other faculty dismiss women faculty who fight for gender equity in faculty meetings. This makes an environment where I feel restrained in sharing both my standpoint and my expertise in gender with other faculty for fear of being viewed "extreme" or dismissed. And again, I'll point out that as a white woman who benefits from the legitimization of my skin color I have an advantage over female colleagues of color. I worry that they would risk even more espousing their views on gender equity. I see female and male Black students who seem very uncomfortable with the "Rollins culture" and who articulate that this is their reality. They tend to be quieter in class and reach out less to their professors for assistance. I have seen a trans student publicly mislabeled by another student. What I will finally add is that there are a few other specific more egregious instances of gender inequity that I have witnessed that I do not feel comfortable sharing in a survey but that illustrate a disdain for female professors, particularly those who identify as feminist or who others believe to be feminist.

- 3.
4. Yes. Would not feel comfortable describing on a survey.
5. Yes. At a meeting several years ago, then President Lewis Duncan referred to feminists as "angry" and [male colleague] made an inappropriate remark to me at the meeting. X and I were the only women at the meeting of about 20. There have been many more incidents over the years; as recently as this Fall [male colleague] sent a nasty email to me when I sent out the call for SWAG courses. I have also witnessed women being shut down at faculty meetings, particularly when [male colleague] was faculty President.
6. Yes
7. Not that I am aware of.
8. I met with a student about 6 years ago that did not have a good experience with the men's rowing program. After meeting with the student, we developed a positive relationship and the situation had a positive outcome
9. We have recently had an issue arise about hotel arrangements for an international trip. I cannot say anyone was treated unfairly - I just see this as an area that may need more conversation and guidance for staff.
10. no
11. Yes, I can think of at least 5 incidents off the top of my head.
12. yes. faculty member who felt that male students treated her with less respect than her male counterparts.
13. A couple years ago I had a girlfriend come visit me and I felt nervous being with her outside of my building. I believe I would feel the same way now, but I have never been treated unfairly on campus because of how I identify.

14. I've received evaluations from students claiming I "sass" students when they plagiarize. I doubt a straight male faculty member would be evaluated with this language.
15. Yes. Non-binary students have talked about their difficulties in the classroom and finding bathrooms. Female students have a multitude of issues that they discuss--too many to list here ranging from issues at their jobs to consent-based issues
- 16.
17. Yes I've seen multiple instances of this ranging from yelling things from cars, physical abuse, sexual violence. I've also heard this around pay equity on campus.
18. No

Where can someone go on campus if they want to feel most comfortable/safe based on their gender, gender identity, or sexual orientation?

1. office of title ix
2. The Lucy Cross Center, CAPS, specific departments. They can go to SPECTRUM meetings. They can attend SWAG (Sexuality, Women, and Gender Studies) events or classes. They could go to the amazing CICI staff. But The Lucy Cross Center would be the most obvious place for inclusion. In fact, for many marginalized students it seems to me that the Lucy Cross Center is the place they feel most at home and accepted by others.
3. Lucy Cross, Chase Hall
4. It should be anywhere on campus, and I think it is. But the classroom offers the perfect platform for a student to feel confident enough, and welcomed enough that they would feel safe with many of their professors. Their advisors also play a big role in creating and maintaining that comfort zone.
5. The Lucy Cross Center, SWAG faculty offices, and CICI
6. Outside of FSL and outside of Athletics
7. There are affinity group student organizations; the Wellness Center, including group therapy; CICI; our office (Student and Family Care); most likely any department within the Student Affairs division
8. I always recommend reaching out to Abby Hollern and Destinee Lott - both have been amazing to work with in the area of diversity and inclusion
9. Lucy Cross, CICI
10. HR, Title IX Office, Student Affairs, Campus Safety, Wellness Center
11. I would think Title 9, Lucy Cross Center, Diversity Council
12. lucy cross center, student affairs
13. The Lucy Cross Center/Chase.
14. I assume to a department where they're most comfortable, and I assume the Lucy Cross, but currently I do not see the Lucy Cross as a drop-in space for people of all gender identities.
15. Hard to say. I would say the Lucy Cross Center and to Spectrum and Voices for Women meetings but I'm not sure that non-joiners would feel comfortable and there is no full-time person at the Lucy Cross.
16. CICI, CAPS, HR

17. I wish I could say anywhere but I'm not certain that's true. Center for Inclusion & Campus Involvement, Lucy Cross, Residential Life & Explorations, Center for Leadership & Community Engagement

18. Not sure.

What do you think is the biggest need around gender and sexuality on campus? If Rollins had all the money in the world, what would you say the college should do to improve the campus climate around gender, gender identity, and sexual orientation?

1. downplay greek life; have more people who are committed to gender equity in decisionmaking positions; women are the majority of students on campus, but it doesn't feel like a matriarchy; need more input and research into the concerns of men on campus
2. I think we need a peer bystander intervention program for sexual assault (with workshops run by students--preferably male students presenting to other men.) I was really disappointed when we brought Jackson Katz to campus but did not schedule him to run a workshop with male athletes or fraternity men. though I'm sure it would have been pricey, it would have been a worthwhile endeavor. I think we need to continue supporting Oriana Jimenez in her capacity as Title IX Director. She is a phenomenal kind of person to have in that crucial and nearly impossible role. Honestly, and I'm sure this is wishful thinking but I think we need to shut down Greek Life. The negatives outweigh the positives, particularly for fraternities. It's a toxic environment and the positives that men get from fraternities are better offered in healthier resources at Rollins College. finally, the absolute biggest need is a real Lucy Cross Center (or some sort of center based on gender expression and sexualities). We need a line in the permanent budget and the resources for a Faculty Director to succeed in their capacity. I find it upsetting that the tiny compensation offered to the Lucy Cross Director is seemingly always in jeopardy of being rescinded. It already seems so small for the work involved. I think the compensation reflects how the college views the center, as a small place that some students might use and a faculty member can manage to run with 10 hours/week of their time. If we were throwing money at gender equity I would envision a full-time staff director/faculty co-director model wherein the staff member has either a Master's degree or PhD and is paid a salary of at least \$40,000. We also need more than a living room sized space. The scope of the outreach and the impact could be astronomical with the right level of resources. Right now, the Lucy Cross Center is running almost solely off the backs of literally a few feminist female professors. The results of the Herculean efforts of the various directors in the face of a pittance of resources is seemingly offered as evidence of the lack of need or possibility to achieve. This is unfair as the various directors have worked very hard to produce amazing results given having their hands tied the entire time. I believe Rollins College should consider investing heavily in a new and vastly resourced Gender & Sexuality Center. I believe it could be a beneficial space and resource for staff, faculty, and students.

3. The college should continue to support student programming around gender and women.
4. Hire more LGBTQ faculty and staff. Hire more faculty of color. Bring more diverse students.
5. I think we need more education and training around these issues, including programming around healthy and positive sexuality, such as the Female O program. Students have specifically requested more programming about healthy relationships and sexuality; obviously all these programs should be inclusive of those who do not fit the gender binary. I think we have improved tremendously, but there is still room for improvement!
6. HIRE A FULL-TIME INDIVIDUAL EXPERIENCED AND COMPETENT TO RUN A GENDER EQUITY & SEXUALITY CENTER.
7. Appropriate student record notations, without having to do work-arounds; continuous education for staff and faculty
8. Create more gender neutral spaces. Athletics needs gender neutral locker room space.
9. Create a permanent position/office whose task it would be to research best practices and implement. Raise awareness through out campus with events and speakers, but also provide counseling and other resources that are making a difference for other campuses.
10. Incorporate into the curriculum, be more intentional with programming, more campus dialogue
11. I think that people need to be educated. There is so much confusion on this campus about the topic.
12. not sure if money can change our broader cultural climate.
13. More visibility for our queer kids. Maybe the Lucy cross as a bigger space that has talks about different issues the way that UCF has a Pride Commons, but obviously a space at Rollins would look more like a space to gather for inclusivity- like the Lucy Cross, but bigger with a full time person?
14. I would:
 - a. Restructure health and wellness to include mandatory units on LGBTQ+ issues, sexual health, and sexual assault
 - b. Train campus safety in LGBTQ+ cultural competency
 - c. Restructure the Lucy Cross as a center for Gender Identity and Equity to be more specifically inclusive of LGBTQ+ folks and support it with a full time staff member and faculty co-director
 - d. Expand safe zone training to include more faculty and staff and be offered every semester
 - e. Create specific scholarships for women in STEM
 - f. Create scholarships specifically for LBGTQ+ students
15. I believe that there should be a Center for Gender and Sexuality, that there should be a full-time co-ordinator (co-director) of that Center a faculty co-director and a full-time administrative assistant. That the Center would host all the things that the Lucy currently does, that it be in the same vicinity and connected with Center for Inclusion and Campus Involvement, that it be connected more directly to Health and Wellness. That the center be given a budget.

16. Resolve pay disparities, have all faculty, staff, student leaders of orgs, and student employees complete SafeZone Ally training, increase maternity leave to 8 weeks for c-section delivery
17. A gender equity center with full-time staff. It's difficult to have little consistency in the Lucy Cross Center with a temporary faculty member who has a lot on their plate (always, not just Jill). I think that so many topics could be included in such an area, including education around Title IX, which is one of the greatest needs on our campus. I also, to be very honest, think that we have to show that we value these identities at the highest level- I've experienced and witnessed conflicting messages and decisions in this area. I'm not sure that we're living out our stated values.
18. Education on acceptance

Do you believe that there is a need for a gender equity or women's center on the Rollins campus? Why or why not? If yes, how do you envision this center?

1. Yes, there is a need because women need a place to become prepared to address/combat/deal with patriarchy
2. Yes, absolutely. Though much sexism, racism, and homophobia until fairly recently had gone underground in a covert manner, we are suddenly pulled into a political reality that has exposed all of the inequality clearly and painfully. The #MeToo movement, Black Lives Matter, and trans-rights movements are going strong and taking hold. A gender equity and women's center is exactly the kind of place where those who were marginalized garnered strength and will continue to be able to facilitate painful dialogue moving forward. Patriarchy, white supremacy, and heteronormativity are not going down without a protracted fight. A renewed focus on gender and sexuality as fluid and nonbinary is just beginning to take hold. Gender and sexuality issues may shift but they will not be disappearing anytime soon.
3. Yes - I envision this center as a place where student organizations can have meetings & receive support from their peers.
4. Isn't the Lucy Cross Center exactly this!? Yes, it is needed, but it needs to be more welcoming and cohesive with the mission of the college
5. Yes, I strongly believe that Rollins needs a Women's Center or a "Center for Gender Equity, Diversity, and Inclusion" that includes gender and sexuality as part of the focus. The current Women's Center (Lucy Cross Center) came out of over 2 years of meetings and focus groups; the original push for the Center came from students who felt that there was not place on campus that focused on the many concerns related to gender, from stereotyping and the "Pimps and Ho" frat parties, to the serious issues of sexual assault, and the related issue of sexual harassment. Moreover, these students wanted a place where students, staff and faculty could come together around shared concerns, and where they could themselves work together on positive and proactive solutions, instead of simply reporting violations after they happened. One specific example is that students met and gave feedback to Campus Security about the message they sent out after a sexual assault had occurred on campus. The message used to simply repeat the "women should watch where they go and what they wear;" the

same message so frequently heard in mainstream media. Students crafted an alternative statement, and met with Ken Miller. He agreed to adopt their statement, which modified the “women watch out” message to a more positive and inclusive message. This is just one example of students being empowered to act in a positive way and make change on campus with the support of the Lucy Cross Center, and faculty support. I envision the center as a physical location that is a living room like setting with a full time faculty or staff Director. The Center would serve the needs of students, staff, and faculty by providing education, support and advocacy around issues such as work/life balance (for faculty and staff), healthy sexuality for students, etc.

6. ELIMINATE THE OLD WOMEN'S CENTER MODEL. Follow the CAS Professional Standards in Higher Education. They have already done all of the research on best practices. I have this content available for anyone who want to read it and have given copied to the President and VPSA.
7. I feel more strongly about having an affinity based center on campus that is open to and acknowledges all affinity groups, giving each space and time to best meet their needs for community.
8. I think a center would be awesome. There are many people working to achieve gender equity in their areas (athletics for example) and it would be good to coordinate the work in one place.
9. Yes, a women's center would be excellent. But I also think there should be resources for gender issues - a center could offer more than just support for women. Should we offer something to support/educate our male students also? We need a safe space for all our students to go with their issues.
10. neutral
11. YES! Because so many issues affect all of us.
12. yes. this center is a must.
13. I think it could be a bigger space to gather, but also have someone available to meet whose full-time position is to run it and think of new ideas. Certain days of the week could be conversation around different areas: Race, LGBTQ... put on events
14. Yes, absolutely, and I imagine this center as a gender and sexuality center that has a full time staff person, engages in campus programming, and pushes Rollins to be a better place that can support women (students, faculty, and staff), and LGBTQ+ identifying individuals.
15. Yes. Gender equity because a significant percentage of the kids who currently use the Lucy Cross are non-binary, because there are still discrimination, because we have at least 60% female students, because we should empower them, because #metoo
16. Yes, because too often women will not speak out if they share space with men and men will tend to dominate the conversation and space
17. Yes- I think that this could be a hub for programming, advocacy, Title IX prevention programming, etc. I'd love for this area to be connected structurally to the Center for Inclusion and Campus Involvement as well as Title IX. It needs, however, to be staffed in order to be effective.
18. Only if voluntary.

Other thoughts regarding issues of gender equity and inclusion at Rollins.

1. Yes, there is a need because women need a place to become prepared to address
2. I would like to add that I do see that the new administration is putting up a full-faith effort to address many inequities. I have hope in the direction that Rollins College may take in pursuing gender and sexual equity.
- 3.
4. All parents should receive, within their visit to rollins or their welcome package, more information on transitions their children might be undertaking during their college careers. I've had several students (all Latinx) Express their discontent over their parents lack of acceptance.
5. I believe it is one of the most important issues we face. The student population is over half women. We have more gender non-conforming students than ever. In terms of faculty issues, gender bias in faculty evaluations is now well documented, but remains unaddressed at Rollins. And, as is the case with other institutions, our faculty at the full professor level is still predominately male.
6. This campus is openly hostile to survivors of assault and gender violence. It is an unspoken truth among our students.
- 7.
- 8.
9. I would say again I feel having a permanent staff/department is essential to address this. Volunteers will never be able to give enough time to improve our standing on these issues.
- 10.
- 11.
- 12.
- 13.
14. I see several expectations on campus related to toxic masculinity that require attention. I have heard male students disparage female faculty and discuss female students in ways that devalue their identities and reduces them to sexual objects. Obviously not all men do this, but even if just a few do it, the college could do more to combat these issues. I also see gendered expectations of women intersecting with social class, and hear from female students a need to display a type of femininity that includes certain types of clothing and accessories. Among faculty, I've witnessed male faculty specifically talk down to women which is deeply upsetting because we should model better behavior for students. I've also witnessed male faculty using conversation to fill rooms with their own voices and silence women, perhaps unintentionally. I've seen microaggressions like eyerolling when some women speak at faculty meetings and claiming some women who are faculty members "are crazy" because they're forthright in their assertions. Rather than evaluating their opinions, they're dismissed as "crazy" or "aggressive." It's upsetting, and because these reactions are rooted in sexism that extend well beyond Rollins, I don't know how such issues can change until we at least acknowledge them as an entire faculty body. Moreover, as a campus, we've contributed to gender-based inequalities recently and publicly. A recent

Rollins 360 article described a female faculty member as “nurturing,” and praised her for putting male fraternity students’ needs above her own. The faculty member deserves praise for her considerable accomplishments, but couldn’t the college be more mindful in the language it uses in its official communications? What type of message does the college communicate to the broader public about what we value when we write in ways that contribute to gendered expectations? Also, some of the brilliant women students tell me they do not see Rollins as a place for them. I am unsure of how to keep these women, but I would like to see a concerted effort to support high-achieving women and retain them as students.

15. There should be a central structure that deals with gender equity and inclusion. Simply connecting to all the issues and classes on campus that touch upon these issues or are invested in these issues is a full-time job and would be a fabulous contribution to this campus. It should be a place where curricular meets co-curricular. We should be supporting student health, social justice, student mental health, and healthy, safe, gender expression and sexual health. We currently do not.
- 16.
17. Students feel the pressure to perform in a certain way with gender. We've made progressive movement in these areas in the last 5 years but there is a long way to go.
18. No thoughts just continue educating on acceptance.

Appendix B - Student Focus Group Questions and Responses

Group A: “Highly involved” group (6 attendees) – Conducted on Feb. 12, 2018

Group B: “Highly Involved” group (1 attendee, first year student in Spectrum) – Conducted on Feb. 15, 2018

Group C: 19 students in Mysteries of Culture (MM 100) – Conducted on March 30, 2018

1. When you think about gender/gender equity on campus, what do you think about? Have you been to any events on campus related to gender/gender equity on campus? Can you tell me about them and what they're like?

- Lucy cross center only thing I can think of and sororities
- Gender equity- it's not something that is openly addressed, talked about or you hear much about
- I think of all genders but on campus its very binary, only two genders. It's getting better though we didn't have gender neutral bathrooms and now we do
- Spectrum, is a good initiative as they address students' needs and wants
- Spectrum where there are non-gender conforming students
- Live in res hall with 2 trans students who find it hard to find facilities for themselves and find themselves uncomfortable in situations with people with strict gender roles (trans students found Mayflowers restroom on the first floor to be the most comfortable restroom for them)
- Equal pay – no wage gap b/t men and women
- Everyone is treated equally, no discrimination
- LCC is losing is funding and that's not ok
- Equal opportunities for students and staff
- All gender restrooms
- S1: FSL – different regulations for each; the same, but different expectations (blanket different expectations either inside or outside frat or sorority, whether good or bad)
- S2: generally more tolerance of male behavior; I don't want to say we judge girls more but that's probably close to accurate (e.g., around campus, the things people say, how they look or act, it's harder for girls; as a guy you can be how you want, but if I was a girl I'd feel like I'd have to fit in more than I do now)
- S6: what's the LCC center?
 - *[Nolan: how many have been? (3 students raised hand)]*
 - S4: it's where a lot of the gender inclusion things on campus happen, they do a lot of events about diversity on campus
 - S13: Chase hall is being torn down b/c of campus renovations, but I don't know that funding is going away. I'm on SGA and know that Chase is coming down and some of the orgs might move to Mills building.

- *[Alice clarified that funding is not going away and that the LCC is not going away and that the President and Provost have both expressed that they are committed to gender equity and inclusion]*

Events

- Pronoun council led by students that took place during faculty day. It was great being able to tell professors how students want to go by
- Female orgasm event this past fall through Lucy Cross (sex ed. program branching off work done last year at Lucy Cross, pajamas party that were involved around the same theme). Was a student initiative, proposal of grant was written by students and was run by students. Had 100-200 people attend
- Other events with planned parenthood representatives on campus. Turn out for these events was a lot of people who attended Voices regularly, 10-15 attendees at least
- Women in Islam, Gender Genie, Transgender event last fall (was a speaker in Bush who talked about her transition and struggles with her kids after being trans)
- Last fall Open Mic and Dike night on CFAM patio with queer women sharing their talents. It was super fun and enjoyed it
- Coming out workshops (3-part series, Sara Castro leading it)
- Haven't seen any events around gender

2. Do you think that there are gender expectations on campus? Are those different depending on the context? For example, in the classroom or in co-curricular activities?

- Heard from someone in business program that onetime when they walked into the room, the first three rows were all men and the back was all women and nobody noticed it but her. When she asked someone, they said they had never noticed it. But subconsciously in the program their may be a campus mind set that they expect men to participate more.
- "When I don't shave my legs and if they get hairy, people look directly at my legs I don't know what they're thinking, but its definitely negative but it's an expectation because I'm a woman."
- "We are in a slightly more conservative area so if you stray outside pretty typical norms it's not looked upon kindly. I haven't witnessed any discrimination myself and I dress feminine so it doesn't happen to me but it's something that I have noticed, very conventional campus."
- "I haven't experienced it (gender expectations) but I am not looking for it or are aware of it, maybe we need to increase awareness, there is a lot of talk on inclusion and culture but not on these types of topics. Those events (ones mentioned above) people don't talk about them, so it's interesting what people pay attention to."
- "Happens with names too, some teachers accept new names but if the student wants to be called a more masculine name and they appear feminine the teacher would not really call them that and instead call them

by their original name. Sometimes they (the student) have reported it but sometimes they don't want to bc they don't want to bring up something or bc its anxiety inducing to confront professor or fear of retaliation."

- "I have been told I'm not supposed to be loud and touchy but I have always attributed it to my culture and not gender, but I wonder if it's also bc of my gender and I never connected it."
- Female student asked male students on Mills to be part of their pick-up soccer team, but they told her it was an exclusive team and she couldn't join. She then tried two other times until they finally said yes. Once they saw her skills they accepted her, but she wasn't given the chance due to her gender.
- "Not that people take advantage of the work that women do, but there is a higher percentage of women involved on campus (culture orgs, leadership), and just the amount that women are expected to do outside of academic is more than men probably experience here."
 - "I agree with this, most guys I talk to are involved in things that have to do with business and BSG"
 - I do think there is, especially in the classroom. Very apparent that boy and girls will talk very differently in class, division in seating in class, male professors have issues when girls are talking then when boys are talking.
 - I feel like boys who joined frat said it wasn't their scene not great environments for themselves, had to put on a persona. Guy friends don't interact with her as often when with other guy friends
- S8: Being part of Greek life – held to high standard about how you carry yourself, on social media, when you're out, you're judged more harshly if you mess up compared to guys; it's justified for guys
- S3: For Greek life, frats put chairs on lawn and watch us walk out; we make signs for them and clap for them, sororities get shirts for men's bid day
- S11: FSL has higher standards for sororities; men have paddles and that's it and they start hazing at moment of bid day; women's sororities are held to different standards
- S4: I'm in NCM and we just came out of Greek week – different treatment among the different sororities; People trash talk NCM; b/c we placed 2nd at lip sync and there was an instance of someone posting something on social media and they weren't disqualified b/c of that which sucks
- S12: not a part of Greek like, but the first time I heard anything about NCM it's that they're the weird sorority; it's stereotyped and that's not ok

Nolan: Is there a weird fraternity? What makes NCM weird?

- S12: I've heard that people have colored hair
- S4: there are only 3 of us with colored hair

N: What about in the classroom?

- S1: I know if a girl says something that is incorrect, people assume that she's dumb, but if a guy says something they're just goofy or just messed up (lots of head nods)

- S3: Just dudes being dudes
- S4: girls sleeping w/ their professors to get higher grades – maybe not on this campus; different standard for guys sleeping with female professors, people are shocked (some people nodded that they've heard this at other schools, but not here; "literally never heard a rumor about it happening here")

3. Have you ever had an experience on campus where you or someone you know felt uncomfortable or were treated unfairly because of your gender or gender identity?

- Catcalling on campus or between campus and parking garage on Fairbanks.
 - One incident a female student was wearing short shorts and was yelled at to wear pants. Also, has had donuts thrown at her (believes it was HS students who said this).
 - On move in day, two lesbians moved into the dorms and people called them the F word. Happened 2x that day, by people who were driving by. A lot of the times it's done by students and even maybe some HS students who come on campus.
 - On the way to the parking garage and people in a car yelled mean things to my friend due to her weight. She said it had happened before to her
 - First time mom came to visit, walking down holt, was catcalled in front of mom. Something like Ay girl. Dad was furious about catcalling, mom understood that it was something that just happens.
 - Me and friends when dressed up get catcalled all the time, very explicit last time (near French Ave)
 - S4: Women's bid day when we were coming off of soccer field, one frat literally brought out couches and were yelling at us
- Students being called by wrong pronouns or their dud names on campus
- Couple of years ago in communication class, student stood up and spoke about how there are more than just two genders, because the textbook kept referring to just she and he.
- Textbooks typically have a mini paragraph explaining non binary genders, but there should be more information included to make it more inclusive.
- Friend dresses non-conforming way and he appears on people snap chat stories with people talking negatively about him
- S3: "Jane" experienced sexual assault a couple of years ago, she was a member of a sorority – there was testimony, witnesses; other member was in frat, when she reported it, no one believed her; every guy in frat testified against her and some girls in sorority testified against her. Members of frat knew it happened but did not stand up for her.
- S13: Since I do boxing in the gym, guys will stare at me; I know what I'm doing and I punch really hard; one guy said "you punch like a man"

- D14: the image in that case for the fraternities, it's easier for frat to keep their image; but harder for sorority to keep their image (ppl being sexually assaulted)
- S3: pressure to maintain image for sororities (lots of nods)
- S3: out of Greek life, stereotype of scholarship kid (stigma behind that) and I'm like "yeah that's a good thing"; if you're the one who always talks in class it's either annoying or you're a scholarship kid
- S4: When in high school, I had several teachers who were like you're not gonna want to go to Rollins if you're getting this much \$/scholarship b/c people will know and there's a stigma
- S3: It's funny b/c 90% of people here have a financial package, but it's still the stereotype that people here don't.
- S13: Majority of people have some sort of financial aid so I never understood why scholarship was bad

4. (a) Where can someone go on campus if they want to feel most comfortable/safe based on their gender, gender identity, or sexual orientation?

Positive spaces

- Lucy Cross Center
 - Spectrum meetings take place there, lgbt+ people like to gather there for safety and security and they feel safe talking about their problems there.
 - "I have had plenty of open minded conversations there. It's an open space with very open-minded people.
 - They have pamphlets on planned parent hood, zebra coalition, domestic violence.
 - Women of color lunches are here too, a super inclusive space.
 - [Jill Jones is really good about being available](#)
 - S4: LCC
 - S10: I didn't fit in at the LCC. I think it depends on who you are and, to be honest, it's not that I didn't feel welcome but I didn't feel like I fit in; we all have our places (maybe it's in your sorority or fraternity or LCC); it just depends on who you are; to be honest, I have never found a place where I fit in; I'm still exploring
- A lot of staff have the safe zone stickers
- [Places with restrooms that aren't gender specific](#)
- Reslife
 - Even though facilities are limited, the people in Reslife in general always have your back
 - They care for your wellbeing. Both RA and employees. RAs do get some gender training I believe
- S2: To therapy
- S3: CAPS

- S7: Me personally, I don't really do much b/c I live off campus; but if you need help, the majority of people who can help are females and it's related to stereotype that guys shouldn't be needing help, insecure, expressing feelings, etc.

Negative spaces

- Wellness Center
 - "Went in a few times bc I broke my femur and have some issues with my knee. In my 3rd appt. the male nurse practitioner examined my knee and the first thing he says, "well you're not lying about your pain". I thought it was uncalled for and weird. I read that so many times women pain is not accounted for and I felt that was an example of that."
 - "Friend had a heteronormative experience at the wellness center, went in for pelvic exam, they asked if she was a virgin she said no and they used an exam item that was really large thinking she had sex with men but she was a lesbian and it was very painful and she said it was a horrifying experience. They also checked her for STDS and pregnancy test and she was annoyed that they never even asked her about her orientation."
 - There should be more people in CAPS that work with diverse identities. "My friends have a hard time getting appointments with people specialized in diversity bc there's few of them"
- S7: Gender imbalance (more women); stigma in business classes that males being more dominant and willing to present in manner where they're listened to but if females are more prepared, organized, they're trying too hard; yeah, you can see it in classes in general

4. (b) To what extent have you experienced these various places/offices/programs/people as connected or similar in their approach and efforts to support gender equity and inclusion?

- Common approach is that they don't make assumptions so example for CAPS you must fill out a form with your orientation etc. and I feel that's a big thing.
- In spectrum meetings people start off with their names and pronouns.
- Having neutral wording is very imp. "In my sorority we changed our docs to reflect they and them bc we have gender neutral sisters."

What is it about the people that are in this place (Lucy Cross Center) that make it safe?

- Open minded, tolerance, acceptance, respect, respect for each other as human beings.
- "If someone calls someone by the wrong pronoun people are more willing to fix their mistakes in that space. If it happened in class I don't think the person would acknowledge it or they would be too scared."

5. What do you think is the biggest need around gender and sexuality on campus? If Rollins had all the money in the world, what would you say the college should do to improve the campus climate around gender, gender identity, and sexual orientation?

Gender neutral/non-conforming spaces

- Speaking for my trans friends, gender non-conforming restrooms. Lucy cross is a safe space, more places like that. Safezone placards help. Athletic Locker rooms.
- Representation- we only know the pronouns that we see or hear from the books we read, etc. it may take personal effort or having friends that use these non-binary pronouns, or even prof. showing video clips showing these pronouns beyond that.
- S2: I did not know about the res life gender neutral dorms and I think that's a good idea; I think it should be like that for all of them; I went to an arts high school with a lot of people with different identities, the whole scope of what people experience and feel like. If you take yourself out of your comfort zone and guys and girls are always intermingling, that's a step in the right direction.
- S7: We are a very woke class. Not everyone is like us
- S3: If a guy hangs out with a lot of girls, they're cool, sensitive; but if a girl hangs out with a lot of guys, she's a slut.

Education

- Education through workshop by professors and students. Once you are aware of them you can apply it to every day life
- S5: I went to HS with a bunch of rowdy guys (said "b" word to everyone) and the principal was like we should make them take a class to educate them about gender equity and inclusion class and by the time we graduated they had changed. I think people here should have to take a similar class like in our neighborhood.
- S6: I don't think it's just an issue of informing people b/c we are all well aware of what's up; I think we should have a role reversal week – I think people experiencing what the other sex has to go through could be really empowering/enlightening.

Curriculum/Faculty Issues

- "As far as curriculum, I'm an anthro. Major and all my profs are open to gender and gender analysis because it goes with the material and they are also pretty liberal minded as gender goes, but I have had prof. who the entire syllabus is white male authors and have had prof tell me that feminism is over and I'll mention this in the course evaluation and I'll give my feedback."

- Professor's job to provide us with diverse representatives in the academic curriculum. "A lot of them don't even think about it bc they are white men and it doesn't apply to them."
- Faculty and staff can do a better job of listening and carry on what students have asked for and what they have made.
 - Ex: "Pronoun workshop very important event that was responded to well. It was a student initiative, but it would be difficult for student to do that every year, so I think they can do a better job of picking up on those things."

Greek Life

- "A lot more can be done with fraternity and sorority life, esp bc I feel like there's the Rollins bubble and then within Greek a smaller bubble. During sorority recruitment it's sort of hush hush and then during fraternity recruitment there's huge noise around it."
 - Standards are so different between the two. Women have more rules and tend to take the work load when planning an event with fraternities. Event planning falls on the women instead of men. Ex: Sorority's can't eat at their event, have to wear specific clothing
- S3: I'm a tour guide and I got a question one time: why is the endowment here so large and what are you doing with that \$? I didn't know the answer. My question is why aren't we doing stuff?
- S15: you're not gonna change people's opinion by throwing \$\$ at it. People need to be more informed.

How do you reach those people that are not the highly involved students?

- Asking teachers to provide extra credit or make it mandatory to attend events that relate to their courses. This is something that faculty and staff can do to support initiative.

6. (a) Would you say that there is a need for a gender equity or women's center on campus? Why or why not?

- More can be done during orientation for first years
- "A lot of leadership training, I know FSL has leadership training, house managers, RAs and can have more gender equity training"
- "Have \$ available to make more events on campus and spaces on campus. I think of the business dept. they have so much money and they fund a lot of start up things and people's ideas and on the gender equity side Lucy Cross doesn't have that much money, SWAG doesn't have a lot of money, having it available so that people could make things happen."
- Will always say yes that we need one, but wouldn't know the specifics of it
Lots of nods, yes
- S4: yes, the head of the LCC right now is completely disheartened even though she knows the president and provost have it on their radar, she feels like the LCC isn't viable right now; I think we really do need a space

on campus to talk about different issues where people feel safe and not judged

- S10: (again speaking from SGA) - the new Mills will be 1000X better than it is now and the LCC will be better. Yes there will be a year where things are kind of scattered but I think it will be worth the wait.

If yes, how do you envision this center?

- Staffed by regular person like CICI, instead of faculty who already must focus on classes and plus a few students which is how it is right now. There are 5/6 people working there, all students plus professor and we have to divide our time
- “Agree with this, Niki was the bomb, have someone like her there or HIRE her.”
- Have a larger physical space, it’s currently small and cozy which is good, but needs to be bigger because it’s that important
- Women center is the only place you can go to find that environment and a good hang out space where you know you will be accepted
- “I appreciate the intersections there and how it is not just for white women, it’s for everybody and they try really hard to make sure different identities occupy this space.”
- Not just have it be a women center but a name that would cover all identities

What is the importance of that role (person in charge of Lucy Cross Center)?

- They give us an ear and point us in the right direction whether it was moral, academic or activism.
- Good with problem solving or addressing problems on campus.
- Administrative work such as organizing events

Last comments

- “I really want our voices to be heard instead of reading over this list and forgetting about it”
- “I think Greek life is so weird, it enforces so many awful binary stereotypes, power balances, I don’t know how to fix it. There’s so much I dislike about it. I’m a senior and have done it three years and I try and push back on it but it’s hard to push back and it feels weird bc I know the school wants to work with Greek life but disagrees with what they have. I wish we could just get rid of it and I know it’s not a popular solution bc people have money and it will never go away. But I would like to eliminate it across the US, it’s very toxic and people die and people do risky things to impress boys in the name of sisterhoods. Could it be great? Sure, but are there some things that are ok do they perpetuate things? Yes and I wish students (people in my sorority) were more critical of themselves.”
- A lot of my friends feel uncomfortable at the gym if there are a lot of men around.

- Frats breed toxic masculinity. Purposely cross the street to avoid them, chances are it's not a good situation. A lot of my friends and I think this way.
- S9: for clubs like women's center, I think it's important to have those so people have space for camaraderie; there should also be orgs that intermix everyone; same thing with dorms – you should break that gender barrier
- S10: I just want to say, you should read the sandspur about new caste system going into place; read opinion piece in Sandspur about this.

Appendix C: Sample Job Descriptions

Sample Job Description A

Coordinator, Women, Gender, and Sexuality Programs

Institution:

University of Houston-Clear Lake

Location:

Houston, TX

Category:

1. Admin - Student Affairs and Services
2. Admin - Multicultural Affairs and Affirmative Action
3. Posted:
4. 04/17/2018
5. Type:
6. Full Time
7. Salary:
8. \$17.68 to \$22.99 USD Per Hour
9. The Coordinator's primary responsibility is to develop, implement, and assess women's, gender, and sexuality initiatives and programs for student support. Exhibit awareness of and programming oriented to how students' gender and sexuality intersect with their varied demographic backgrounds. Orient to gender and sexuality initiatives through equity and access within a university setting. Advocate for women's, gender, and sexuality issues on campus. Assess initiatives and programming as well as campus climate related to issues of gender and sexuality. Act as a SEDI team member and liaison to the broader university and local communities. Serves as a Campus Security Authority as defined by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Duties:

Programming: Develop and coordinate educational, outreach, and support initiatives and programs focused on gender, sexuality, equity, and access. Tailor gender and sexuality programming to unique student communities, such as Latina/x, Black, first-generation, international, and veteran students. Educate the university community about gender and sexuality issues related to equity and access. Develop and offer Safe Zone training for the university community. Develop materials to market and promote initiatives and programs. Recruit volunteers, speakers, and presenters from the university and external communities. Seek external funding sources for initiatives and programs.

Outreach: Serve as advocate and promote a safe environment for students of myriad intersections related to gender and sexuality. Select, manage, oversee, and facilitate an advisory consortium of diverse, intersectional voices that promotes and supports LGBTQ students and initiatives. Cultivate cross-community relationships. Coordinate, facilitate, and conduct educational workshops and training about relationship and sexual violence. Work closely with SDEI Director/Assistant Dean and SDEI Assistant Director for consulting with faculty and staff regarding student needs, issues, and concerns related to gender and sexuality. Provide confidential support and advocacy resources through the SDEI and through partnerships with Counseling Services, the Dean of Students Office, Health Services, and the Title IX Office.

Assessment: Assess and evaluate campus climate to support equity and access for students of myriad gender and sexual identifications. Develop assessment tools for evaluating the success and impact of gender and sexuality initiatives and programs. Assist with ongoing SDEI assessments related to student success, learning outcomes, and recruitment and retention efforts.

Administrative: Assist the SDEI Director/Assistant Dean and SDEI Assistant Director in developing and facilitating programs, events, and workshops consistent with the SDEI mission and vision. Serve as an advocate and contact person for all students served by SDEI. Act as campus change agent for the student body and campus community with regard to university policies, procedures, and practices that impact students of myriad gender and sexuality intersections. Assist with ongoing SDEI activities related to student success, learning outcomes, and recruitment and retention efforts. Other duties as assigned.

Required:

1. Master's degree in student development, higher education administration, women's and/or gender studies or related field.
2. Minimum one year of experience working with and advocating for women and LGBTQ populations. (Related practicum and internship experience will be considered for this position.)
3. Proficiency using PC word processing, spreadsheet, database and graphics software.
4. Knowledge of student development, cross culturally diverse, multicultural, multi-ethnic student population issues necessary for advising and programming.
5. Knowledge and skills in developmental programming; attention to details - especially in program development and documentation - necessary for programming.

6. Thorough understanding of complex issues surrounding diversity related to issues in diverse student groups including women, LGBT, first generation, international.

7. Ability to multi-task and work cooperatively with others; attention to detail.

8. Individual and group advisory skills.

9. Excellent verbal, written and communication skills including those for whom English is a second language - necessary for all of the above.

10. Assessment, management and budget skills.

Desired:

Specific coursework in women's, LGBTQ or gender studies. Minimum two years of experience in training and developing programs and activities for women and LGBTQ students in a university setting.

Bilingual.

Full-time position with benefits. Background check required. To apply, please complete the online application and attach a cover letter and resume. Applications without the required documents will be considered incomplete and disqualified.

Sample Job Description B

Gender and Sexuality Resource Center (GSRC) Coordinator - Diversity and College Access

Institution:

University of Wisconsin - Stevens Point

Location:

Stevens Point, WI

Category:

1. Admin - Student Affairs and Services
2. Admin - Multicultural Affairs and Affirmative Action
3. Posted:
4. 04/18/2018
5. Type:
6. Full Time



University of Wisconsin
Stevens Point

7.

ATTENTION:

Internal/External: External

Position Title: Gender and Sexuality Resource Center (GSRC) Coordinator

UW System Title and Code: Student Service Specialist (T26)

FTE: 100%

Position Information: Work Location : Park Student Service Center | Fremont Street | Stevens Point, WI 54481

Supervisor : Dr. Lizette Rivera, Director for Diversity and College Access

Department: Diversity and College Access (DCA)

Department Description: The primary mission of the Office of Diversity and College Access (DCA) is to improve the retention, persistence, and graduation rates of underrepresented students by promoting their academic and personal growth. DCA assists in the personal development of African-American, Asian American and Pacific Islander, Latina/Latino/Latinx, LGBTQ+ and Native American students. Diversity and College Access supports the students' learning activities in and out of the classroom setting.

University Description: Through the discovery and dissemination of knowledge, UW-Stevens Point stimulates intellectual growth, provides a liberal education, and prepares students for a diverse sustainable world. The university is committed to creating a safe, inclusive learning community for all faculty and staff from a variety of backgrounds. Visit www.joinuwsp.org for more information about UW-Stevens Point.

JOB DETAILS:

Position Summary: This position reports directly to the Director for Diversity and College Access (DCA). The gender and Sexuality Resource Center (GSRC) was established in 2016 to respond to the self-identified needs and goals of LGBTQ+ students. The GSRC Coordinator will work to increase retention and help foster success of LGBTQ+ Students and Students of Color by providing professional services and outreach to campus and community member. They will serve as a spokesperson and advocated on matters pertaining to sexuality, gender identity, race, and diversity.

QUALIFICATIONS:

Required Qualifications: - Bachelor's degree in education, counseling, social work, student personnel or related field.

1. Experience working with LGBTQ+ Students
2. Experience working with Students of Color
3. Minimum of two (2) years of experience advising first-generation and low income students of color in a college setting
4. Demonstrated ability to work with as well as understand the needs and characteristics of LGBTQ+ students, Students of Color, economically disadvantaged, first-generation and/or diverse students in an educational setting
5. **Preferred Qualifications:** - Master's degree in education, counseling, social work, student personnel or related field
 1. At least three (3) years or more of experience advising first-generation and low income students' of color in a college setting
 2. Demonstrated commitment to equity and social justice coupled with strong interpersonal communication, and management skills with the ability to work effectively within a diverse setting

3. Knowledge and understanding of intersectional identities
4. **SPECIAL NOTES:**

Special Notes: The University of Wisconsin-Stevens Point is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, age, status as a protected veteran, or status as a qualified individual with a disability. UW-Stevens Point values diversity and inclusion as supported by our mission, “Through the discovery, dissemination and application of knowledge, UW-Stevens Point fosters intellectual growth, provides a broad-based education, models community engagement and prepares students for success in a diverse and sustainable world.”

Individuals with disabilities who need a reasonable accommodation during the application or interview process should contact Human Resources and Affirmative Action at 715-346-2606 or hr@uwsp.edu.

The safety and success of students, faculty, and staff at the University of Wisconsin-Stevens Point is paramount. The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act requires the distribution of an annual security report to all current and prospective students, faculty, and staff. You may obtain the complete report at <http://www.uwsp.edu/dos/Pages/Annual-Security-Report.aspx>

The University of Wisconsin-Stevens Point will not reveal the identities of applicants who request confidentiality in writing, except the identity of the successful candidate will be released. See Wis. Stat. sec. 19.36(7).

An offer of employment will require a criminal background check and authorization to work within the United States as required by the Immigration Reform and Control Act of 1986.

TO APPLY:

How To Apply: Please be sure to complete all required fields and include all required documents before submitting your application. To return to a draft application, click on the “My Activities” link at the top of the screen after logging in. Once you click on Submit Application, you will not be able to edit or attach any application materials. After submitting the application, you will receive an Application Confirmation email from the application system.

Refer to the supplemental “How To Apply” document in the posting for more information.

Anticipated Appointment Date: July 2, 2018

Terms of Employment: This is a 12-month, Academic Staff annual appointment, exempt from the Fair Labor Standards Act. Salary is commensurate with qualifications and experience, starting at \$32,102.

Deadline: To ensure consideration, completed online applications must be received by end of day, 11:59 pm, on May 2, 2018. However, screening may continue until the needs of the recruitment are met.

Required Materials: Files must be complete to be considered. Submission in PDF format is preferred for all attachments. Please include the following documents:

1. Cover letter addressing qualifications and experience
2. Resume
3. Contact information for three professional references

Official transcripts required of finalists.

Position Contact: For additional information regarding the position, please call or email:

Dr. Lizette Rivera

Director, Diversity and College Access

Email: lriviera@uwsp.edu

Phone: 715-346-4076

Task Force Charge

Since the presidential election, our nation has seen a resurgence of racism, racial hostility, and an emboldened public presence of white supremacy activism. How will this affect the campus climate for our mission at Rollins? What ought we be doing at Rollins to engage these national trends in ways that are consistent with and advance our mission?

Task Force Members

Destinee Lott, *Associate Director, Center for Inclusion & Campus Involvement*

Gregory Cavanaugh, *Assistant Professor of Communication, Department of Communication*

Teasa Mays, *Program Coordinator, Admission*

John Grau, *Assistant Professor of Music, Department of Music*

Robert Whetstone, *Student Outreach Coordinator, Center for Inclusion & Campus Involvement*

Mamta Accapadi, *Vice President, Student Affairs*

Methodology

The task force created an audit through the peer and benchmarking institutions to gauge where the college measured around topics of racial justice. The group began by brainstorming the initiatives that the college engages in around diversity and decided the topics that we would be looking for with our peers. Each task force member was given around 10 institutions and communicated with each through either email, phone, or an audit of their website.

Results

Rollins' Effort

Rollins is currently engaged in numerous efforts to engage the campus community in dialogue, programs, and climate studies to address race and differences.

- Center for Inclusion & Campus Involvement
 - Sponsoring registered student organizations
 - Culture & Heritage Months
 - Martin Luther King Celebration
 - Intergroup Dialogue – collaboration with Communication Department
 - Women of Color Lunches – collaboration with Lucy Cross Center for Women & Their Allies
- Cultural and Identity-based student organizations – created to build community and affinity around a shared identity
 - Black Student Union
 - Muslim Student Union
 - African Students Organization
 - Caribbean Student Organization

- Catholic Campus Ministry
 - Table Manners
 - Sociology Department
 - Critical Media and Cultural Studies
 - Diversity Council
 - Deans Office
 - Audit of courses that are considered “diversity and inclusion classes”.
 - 1) Focuses significantly (approximately 30% of course content) on race, gender, sexuality, ability, religious difference, or socioeconomic class.
 - 2) Is taught from a social justice perspective, demonstrated by two or more of the following:
 - a. Examining of power and privilege
 - b. Evaluating diversity within underrepresented populations
 - c. Analyzing intersections among systems of oppression, such as white supremacy, racism, capitalism, imperialism, sexism, religious oppression, ableism
 - d. Incorporating strategies for personal and/or social change
 - e. Presenting underrepresented individuals as authorities, experts, and creators of knowledge
 - 3) Encourages encounters with Difference that promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures.
- Rollins Black Women Circle
 - Affinity-based group around the support and leadership of Black Women on Rollins’ campus
- Politics on Tap (Democracy Project) - The Politics on Tap Happy Hour is an opportunity to discuss pressing issues, ideas, or events.
- First Year Readings
 - An opportunity to continue to lead dialogues around diversity – past selections include *Between the World & Me* and *The Brief Wondrous Life of Oscar Wao*
- Tars Talks
 - Opportunities for the Rollins’ community to come together to discuss current events around social justice

Peer/Benchmarking Institutions

Amongst our peer and benchmarking institutions, there were a variety of different programs and initiatives in place to address social justice and change around racism. Similarities amongst most institutions included having offices dedicated to diversity, organized dialogues around racism, and scholarships open to faculty, staff, and students around creating initiatives focused around diversity.

While there were many different things that our peer institutions were focusing their efforts on, institutions primarily focused on affinity-based clubs to educate the campus and create a community of support for those members. Many institutions also created weekly spaces and opportunities to engage in dialogue about race through creating cultural houses for students to be immersed and comfortable. Most institutions did have a dedicated office focused around diversity, but about half of those institutions seemed to have most of their diversity initiatives coming from that specific office, and not from the overall college. While most institutions did not have mandated diversity-based courses, it seemed that those institutions who did had a focus on how we educate the majority mentality vs how do we make the minority population comfortable. One unique idea that was created was a diversity inventory located on the college’s site that includes each initiative around diversity, from recruitment of students of color, to the development of majority students on campus.

Below is a comparison chart to map things that institutions are doing that may be specifically unique and could advance the mission of the College.

Information on Websites	Affinity Groups for Staff	Identity-based student orgs	Community scholarship around racial oppression	Diversity Council	Diversity and Inclusion Identified Courses (required)	Programming around racial dialogue	Campus Climate Survey	Hiring Practices around Staff & Faculty of Color	Mandatory Diversity Training for Staff and Faculty	Office around Diversity	Training on Infusing diversity into the curriculum	Webpages are language accessible	Focused day of research around race	Online Resources around Racism	Strategic Plan around Diversity
Rollins College	X	X		X		X	X			X			X		
Allegheny College		X			X	X									
Augustana College		X	X			X		X	X	X					
Bryant University		X								X					
Dominican University		X	X		X						X				
Eckerd College		X													
Emerson College		X	X												
Furman University		X		X											
Gustavus Adolphus		X													
Hobart William Smith Colleges		X				X									
Hope College		X													
Illinois Wesleyan University		X				X						X	X		
Luther College		X				X			X					X	
Macalester college		X				X							X		
Manhattan College		X				X							X		
Muhlenberg College		X													X
Ohio Wesleyan		X				X									
Saint Anselm College		X	X	X		X									
Sarah Lawrence College		X				X									
St. Olaf College		X		X											
Susquehanna University		X	X												
Wagner College		X				X			X						
Willamette University		X				X									

Recommendations

It is the recommendation of this task force that:

Education

- The college should continue to study the integration of diversity into course curriculum. A Difference, Power, and Discrimination course designation should

be created based around the rFLA curriculum audit. Faculty members should be trained on the ability to infuse diversity into their curriculum and students should be required to take a number of courses that have a DPD designation. Attached is an example from Dominican University of their diversity guidelines for faculty.

- Opportunities for the larger campus community should be implemented from top down to dialogue about race and difference. There are immense and fruitful opportunities for minority populations to be supported on the campus, but there is not a lot of opportunity for the larger campus community to engage around racial diversity. Programs created by offices such as the Center for Inclusion & Campus Involvement typically are primarily attended by minority populations. The President's Office in collaboration with Diversity Council should convene to think through ways to engage the majority population.
- Continued and elevated programming from entities around campus around identity, dialogue, and difference should continue to be supported by the college.
- Faculty should continue to infuse diversity dialogue into the first-year reading requirement. Support should be given around how to engage with students around difficult topics.

Human Resources

- Intentional hiring of staff of color will continue to help the retention of students of color on our campus. Through hiring these qualified staff and faculty of color, we continue as a college to advance the mission of bringing global citizens and diverse experiences to our campus. Through the diversity of experiences, the campus climate for staff and faculty of color will continue to improve.
- 360 reviews should be put in place for all positions of leadership on campus. Creating this requirement allows all staff and faculty the ability to give feedback about their peers and superiors, without fear of retaliation and diminishment of lived experiences at the college.

Appendices

Appendix A – rFLA Diversity Audit

Appendix B – Dominican University of California *Diversity Guidelines for Faculty*

Appendix A – rFLA Diversity Audit

rFLA Diversity Survey

At Rollins, a course is considered a diversity and inclusion class if it:

- 1) Focuses significantly (approximately 30% of course content) on race, gender, sexuality, ability, religious difference, or socioeconomic class.
- 2) Is taught from a social justice perspective, demonstrated by two or more of the following:
 - a. Examining of power and privilege
 - b. Evaluating diversity within underrepresented populations
 - c. Analyzing intersections among systems of oppression, such as white supremacy, racism, capitalism, imperialism, sexism, religious oppression, ableism
 - d. Incorporating strategies for personal and/or social change
 - e. Presenting underrepresented individuals as authorities, experts, and creators of knowledge
- 3) Encourages encounters with Difference that promote the understanding of others, as well as self-understanding, and the appreciation and mutual respect of diverse perspectives and cultures.

For each of the following courses taught in the neighborhood system, does your course fit the criteria above?

Survey Responses through Spring 2019

	Meets diversity criteria	Does not meet diversity criteria	Did not respond	%
ICE	45	36	25	56%
IMW	55	18	24	75%
MM	23	28	22	45%
WCC	57	21	34	73%

Next Steps:

1. What should be our % goal for diversity courses within the program?
2. Continue survey and report results

3. How to identify key topics for additional training/discussion
 - a. At our Diversity Council meeting on 4/20/18, we discussed the need for the New Endeavor Teaching Director to facilitate and do trainings for people who want to more intentionally infuse diversity into classes and/or organize trainings with other experts in this area (e.g., how to make language in syllabus more inclusive, etc.)
4. Set agenda for rFLA colloquia and neighborhood workshops
 - a. At our Diversity Council meeting on 4/20/18, we brainstormed ideas for colloquium topics and other issues in the fall. There was general agreement that this should be done in dialogue with the Curriculum Committee. Below is a list of these ideas:
 - i. Addressing Diversity in the Health & Wellness class
 1. This should be a collaboration with Title IX office
 2. Should address sexual identity/orientation and not just from a heterosexist perspective
 - ii. Is there a way to integrate diversity and inclusion into the ethical competency? Seems like a natural fit.
 - iii. CE courses frequently have a diversity and inclusion component – this is another way to intentionally integrate D & I into rFLA course?
 - iv. If there is a direct line between the courses formerly in Mysteries and Marvel (now in Enduring Questions?) and ICE (now in Innovation?)? According to the survey, these neighborhoods had lower % of courses that included a diversity component. Recommend that Associate Dean encourage more classes from these neighborhoods/themes to do more infusion of diversity and inclusion.
 - v. Consider what it means to have diversity in each division. People who have identified that their courses address issues of diversity could share examples of this with other members of their division at an rFLA colloquium.
5. Opportunities to showcase work already being done – rFLA Blackboard page

Charge for AY 2018-2019:

Although diversity and inclusion are not required learning outcomes in the rFLA curriculum, faculty surveys of classes offered between Spring 2015 through Spring 2019 demonstrate that (among survey respondents) between 45-75% of courses in each neighborhood fulfill the Rollins diversity and inclusion criteria. **How can we be more intentional in infusing diversity and inclusion into rFLA?** *Task force recommendations should be capable of implementation within the structure of rFLA (effective fall 2018).

Key Questions Should Include:

6. What should be our % goal for diversity courses within the program?
7. All courses will now answer the diversity survey during scheduling; what is the best forum to report these results?
8. How to identify key topics for additional faculty training/discussion?

9. Where do we have opportunities to showcase work already being done and in development?
10. How would we measure the success of diversity infusion?

Appendix B – Dominican University of California *Diversity Guidelines for Faculty*

<https://www.dominican.edu/about/leadership/office-of-academic-affairs/diversity/diversityguide>

Course Content

- Problematize terminology, language, and basic disciplinary concepts; allow new material to challenge basic concepts and to suggest different ways to approach materials in the course.
- Make explicit the epistemological tensions between a focus on community and one on diversity, a focus on the global and a focus on the regional or local, the need to generalize and the mandate to avoid facile generalizations and attend to the particular.
- Ask new questions about all material. Do not limit consideration only to gender for women; race/ethnicity for people of color; national-identity for recent immigrants and foreign nationals; sexuality for gays and lesbians; class for working-class people.
- Think about destabilizing assumptions of centrality when deciding how to begin your course, make assignments, etc. For example, do not implicitly identify one kind of experience, one culture, one nation, one body of art and literature as normative, as central, relegating others to the margins or to the categories of "variations" and "deviations."
- Mark inclusions and exclusions. For example, not "a top priority for women is pay equity at work," but an identification of which women (white middle class women in the U.S.?); not "the family," but an identification of what kind of family, where, such as "heterosexual nuclear families in modern western countries." Marking usually unmarked categories can remind students that there are other groups, forms, social contexts with a legitimacy of their own.
- Create opportunities in papers and presentations—any work that involves additional reading and research—for students to explore diverse materials beyond the assigned reading for the course.
- Consider making a discussion of structures and processes concrete through the use of materials speaking to personal or individual experience (e.g., in films, fiction, autobiography, poetry). Conversely, avoid presenting the stories of individual lives as wholly representative of a culture; contextualize with broader data.
- Avoid representing groups or individuals as victims or as exoticized "others." Use "Empathy and realism, not sympathy and paternalism" (Jan Monk). Balance discussions of oppression with discussions of agency. Avoid taking "culturally challenging practices" like foot-binding, sati, etc. out of context; locate them in the histories and cultures of which they are a part, and draw analogies between them and practices and issues that will (or should) be more familiar to Western students (e.g., radical cosmetic surgeries, the history of like practices and hysterectomy in Victorian England and the U.S.). To critique such practices, cite the words and organizing efforts of activists from the regions in question.

Syllabus Structure

- Integrate material on gender/race/ethnicity, class, sexuality, national/cultural identity, etc., throughout the course. Don't confine it to a single section of your syllabus.
- Re-examine the overall structure of your syllabus. For chronological structures, consider what events, activities, etc., are valorized by the periodization of the syllabus. For thematic syllabi, consider whose experience the themes reflect and/or exclude. For developmental syllabi, consider what developmental model is being imposed on the knowledge, and whether or not that model is exclusive.

- In engendering, diversifying, and internationalizing courses, thematic or topical organizations may work better than chronological ones. For international courses, consider focusing on a few carefully selected themes or issues across two-four regions. Don't try to cover the whole world. Include diversity within regions and countries.

Assignments

- Create assignments which, ideally, encourage students to include materials on gender, race, ethnicity, class, sexuality, and/or region, country, rural-urban axis, etc., in their work, or at least work which can be completed equally well using such material and perspectives.
- Make assignments methodologically and epistemologically diverse. They should push students to ask inclusive questions, to use different approaches, and to think in a variety of ways.
- Consider assignments that teach students to explore nontraditional sources of information (e.g., their own and their families' experiences; the histories and experiences of other students; popular culture and mass media; etc.).

Grading

- Make evaluation criteria clear for each assignment and for the course as a whole. Write them out; students with learning disabilities will especially appreciate this, but all students will benefit from it.
- Combine several kinds of evaluation (e.g., by the instructor, by peers, by the student himself or herself).
- Give students some control over the evaluation process through elements of contract grading, revision processes, etc. Give early feedback.

Classroom Process

- Consider a model in which instructor and students are co-inquirers. Such a model makes it easier to introduce material on which an instructor is not an "expert."
- Make students significant sources of knowledge for each other, not only by drawing on their experience where appropriate but also by creating structures in which they share the knowledge gained from their research with their classmates.
- Vary classroom processes so that a range of approaches, which may favor students with a range of learning styles, is used such as lectures, rotating chair, panels, discussions, share and pair, simulations, games; audio, visual and kinesthetic modalities etc.
- Be aware of who speaks, whose ideas get valorized by other students (and the instructor), and who sits where in the classroom. Use various strategies: small groups, brief written exercises to open class, going around the circle, changing room arrangements to disrupt patterns that have developed and to create more ways to include more students.
- Ask students to share responsibility for the inclusivity of the classroom process.
- Use conferences with students to help them develop their interests. Do not advise students about what work to pursue on the basis of your assumptions about which group they belong to. Do not assume that the student with a Spanish accent will want to do a project on Mexican or Mexican American women, that women students won't want to do quantitative work, etc.
- If "differences" in accent, race, nationality, ability, sexuality emerge as teaching issues in a class, try to avoid either shoving them under the rug or letting them lead to an explosion. Listen openly to special needs and to "sides", encourage students to learn from one another, and decide judiciously when it is time to move on. If appropriate, seek advice or help from relevant campus offices (e.g. Center for Diversity, Disabled Student Services, Human Resources, English as a Second Language institutes, etc.).

- Pay attention to your own and students' comments before and after class. Be aware of which students you interact with, and on which issues. Remember, that the informal curriculum matters too.

Sources: Based on a handout from Wendy Kolmar, Drew University, The New Jersey Project, and on comments by Janice Monk, Director, Southwest Institute for Research on women, in a syllabus revision workshop at the University of Maryland at College Park. Revised and expanded by Deborah Rosenfelt, Director, Curriculum Transformation Project, University of Maryland at College Park. Adapted from the original for internal use only at Dominican University of California – Office of Diversity of Diversity and Equity/spring 2005/updated spring 2017.

STEPS INVOLVED IN TRANSFORMING A COURSE

1. Define Learning Goals (What do students in your field need to know about?)

- The history of diverse groups; their writings, theories, and patterns of participation
- The social dynamics of identity formation and change
- Structures of power and privilege in society; prejudice, discrimination, and stereotyping
- Patterns of communication and interaction within and among different cultural groups
- Theories of personal, institutional, and societal change

2. Question Traditional Concepts

- Have traditional ways of organizing content in this course obscured, distorted or excluded certain ideas or groups?
- What new research is available that addresses past distortions and exclusions?
- How will the course change if I include this new research?
- How might a change in this syllabus affect its relation to the rest of the curriculum?

3. Understand Student Diversity

- What kinds of diverse perspectives and experiences will students bring to the class?
- How can I assess students' prior knowledge of race, class, gender, etc.?
- How can I incorporate diverse voices without relying on students to speak for different groups?
- How will my own characteristics and background affect the learning environment?
- Will some students see me as a role model more readily than others?
- How can I teach to all students?
- What examples, writings can illustrate these topics?
- Is there a new thematic approach to this material that will help to foreground cultural diversity?
- How do I integrate new material so that it's not simply an "add-on"?
- What teaching strategies will facilitate student learning of this new material?

4. Select Materials and Activities

- If the course topics remain the same, what new research, examples, writings can illustrate these topics?
- Is there a new thematic approach to this material that will help to foreground cultural diversity?
- How do I integrate new material so that it's not simply an "add-on"?
- What teaching strategies will facilitate student learning of this new material?

5. How do I prepare to teach a transformed course?

- What are my strengths and limitations relative to the new content and teaching techniques?
- How will I assess student learning in the transformed course?
- How will I handle difficult or controversial subjects in class discussion?
- What resources are available to assist faculty members in transforming courses?

Source: Betty Schmitz, Ph.D., Director of the Curriculum Transformation Project, University of Washington.

Task Force Charge

Our efforts to be a campus of greater diversity and inclusion are proving to be effective. For the third year in a row we will be welcoming the most diverse class of new students in the history of Rollins to campus this fall. What is more, we will also be welcoming the most diverse cohort of new faculty and staff to Rollins this year. There are many good people thinking and working hard on how to support our diverse student body. What are we doing to support the increasing diversity of faculty and staff at Rollins, to insure that the campus climate and collegial support are such that they will flourish here as professionals and as people?

Task Force Members

Kourtnie Berry, Assistant Coach of Women's Basketball (On parental leave during spring 2018)

David Caban, Assistant Professor of Business

Martha Cheng, Associate Professor of English

Katrina Jenkins, Dean of Religious Life

Jade Taylor, Assistant Director, Center for Inclusion & Campus Involvement

Methodology

The task force sought to contact our benchmarking institutions, with each member emailing 7-8 institutions, to explore how our peer schools support their faculty/staff from underrepresented groups. Response to emails was quite weak so we next tried phone conversations, which yielded better results, though still fewer responses than we had hoped.

Our exchanges with our benchmarking schools were guided by the following questions:

- What does the diverse population at XXXX look like?
- What is your institution doing to support and retain faculty and staff from underrepresented groups?
- What do you feel is going well?
- Are there proposed action plans in this area?
-

Results

What are we currently doing in this area?

As with most of our peer institutions, it seems that Rollins does a decent job of hiring diverse faculty and staff on an individual, departmental level. This could be improved on an overarching level by thinking critically about how the college can contribute to diverse hiring measures so there is consistency across the board in inclusive hiring practices.

What are our peer/benchmark institutions doing and doing well?

Most institutions were, like Rollins, making concerted efforts to diversify their recruitment, through widening their pool, training or supporting search committees, and having candidates meet with representatives of diversity offices. In the area of retention, some strong patterns emerged, including:

- A VP/Dean/Chief Diversity Officer (higher administrator) oversees campus-wide diversity and inclusion efforts.
- Faculty cohort programs/hiring in cohorts helps retain people.
- Location helps with recruitment and retention for both faculty and staff.
- Intentional mentoring from within departments and from outside departments is effective.

Other notable efforts from the contacted schools include:

- Significant funded professional development opportunities for faculty.
- Chief Diversity Officer meets with all tenure-track people.
- Surveys of faculty regarding tenure and promotion processes.
- Department chairs and higher administration must champion diversity.
- Extra burdens of service on underrepresented members of campus must be recognized and rewarded.
- Training and education offered for faculty/staff on inclusive pedagogy, mentoring, implicit bias, inclusive hiring practices, and institutional racism.
- Conducting After Action Reviews post searches, with a higher-level administrator in the room to review what went well, what could be done better, etc.

Recommendations

- It appears that most of our benchmarking institutions have a much stronger institutional structure to support diversity and inclusion efforts compared to Rollins. They have a high-level administrator who leads efforts and campus-wide diversity centers (not only in student affairs). **Therefore, we recommend exploring the feasibility of a VP/Dean/Chief Diversity Officer and Diversity and Inclusion office.**
- Individual departments, the Dean of Faculty, and Human Resources can collaborate during searches to consider and **foster cohort hiring.**
- More organized, deliberate, and trained mentoring for faculty and staff.

Task Force Charge

In the recent past, the Diversity Council has invested great energy in interviewing all faculty candidates. With the task force work on the strategic priorities identified above, how can we continue to send strong and positive messages to candidates about the importance of diversity and inclusion at Rollins in ways that are effective but less draining on the members of the Council? Specifically, might we recruit and train a cohort of interested students to interview faculty candidates especially around issues of diversity and inclusion?

Task Force Members

Lester Alemán, *Associate Director of Diversity and Inclusion, Office of Admission*

Huda Awan, *CLA Student, SGA Diversity & Inclusion Chair*

Mary Robinson, *Study Abroad Coordinator, International Programs*

David Zajchowski, *Assistant Director of HR Talent Programs, Human Resources*

Methodology

The Task Force evaluated the College's practice on diversity recruitment for faculty by examining the Diversity Council's recruitment and retention efforts along with polling the Student Government Association. We also created a Qualtrics survey that was sent to approximately 20-25 peer institutions to examine what other institutions are doing to increase faculty of color.

Results

What are we currently doing in this area?

The current structure of faculty requires the chair of each department to manage the search for vacant positions. It falls on the chair to convene a search committee to identify and interview viable candidates. It has become part of the faculty culture to meet with a member of HR and the Dean of Faculty to identify areas of priority for the search, including diversity. Not all chairs observe this culture.

During the search process, different chairs source candidates using different methods (i.e. newspaper ads, online job advertising, Chronicle of Higher Education posting, etc.). The method is identified by the chair and is typically reflective of the medium they are most comfortable with.

What are our peer/benchmark institutions doing and doing well?

We found that our peer institutions are not doing anything significant in this area. This poses an opportunity for Rollins to demonstrate innovation and serve as an example to other schools.

Recommendations

As we consider the practice of hiring, we feel that there is opportunity to affect the process at its most critical point: resume review. While each department will source candidates differently, the vetting process of curricular vitae's can be a place where we let go of potentially great candidates of color. As Rollins becomes an increasingly diverse institution, its faculty (and staff) will need to begin to reflect the student body it would like to serve.

Recently, the Office of Admission launched an initiative known as the Diversity Envoy Program. Twelve students participated in a INT-100 course where they explored a number of issues that affect vulnerable populations in this country- and how those dynamics play out on campus. This group has been successful in helping yield more diverse students at Rollins through innovative campaigns like overnight experiences and one-on-one lunches with admitted students of color. We feel this group is the right group of students to include in faculty search committees.

To more appropriately train students, we propose engaging Envoys in a 2-credit course taught by the Associate Director of Admission for Diversity and Inclusion (who manages this program and has competency in HR practices) that will include case studies from successful faculty searches at Rollins. Student will be able to engage former faculty chairs in effective dialogue and learn about the hiring practice at Rollins; the course will allow students to align to the college's ultimate goal of hiring more diverse faculty by allowing them to engage the practice through a more kinesthetic approach reflective of the foundation of liberal arts.

After successful completion of this course, Envoys will then be eligible to join faculty searches by division (science, social science, humanities, arts) from the beginning of the process and at the request of the faculty chair. We believe that while this will serve as dynamic first-hand experience that will benefit an Envoy's career, they should still get paid. A stipend of \$500 per search should be offered by the department they are supporting. Alternatively, a budget can be established and housed with the Dean of Faculty.

While there are other opportunities like aligning our job marketing efforts in sourcing new tenure-track professors or engaging faculty and staff recruiters in diversity practitioner training, we feel that this recommendation more closely reflects our values and philosophy on engaging students in meaningful ways.