

Dear Colgate community,

Inclusive Colgate is a student-run initiative to advocate for a respectful and inclusive campus. At open forum on Monday, April 16, the Inclusive Colgate team presented blueprints of recommendations to the faculty, staff, students, and administrators. Approximately 300 students, faculty, and staff engaged in open and respectful conversations on concrete, sustainable steps to address racial discrimination and to improve the Colgate experience for all members, especially students of color and international students. A view-only copy of our Blueprint of Recommendations for Change can be found [here](#).

At this point, we would like to invite all students, faculty and staff to help us organize our goals and to share comments through an anonymous Google Survey (accessible [here](#)). Your input is crucial to building a better recommendation and designing effective courses of action, which will be passed on to the Colgate Administration as well as the Diversity, Equity, Inclusion Taskforce. We will append all survey responses in the Blueprint Google Document on an ongoing basis to reflect these responses.

If you are interested in being actively involved with Inclusive Colgate, please contact us at inclusivecolgate@gmail.com.

Thank you,
Inclusive Colgate

Blueprint of Recommendations for Change
Edited from Inclusive Colgate Open Forum on April 16, 2018

Inclusive Colgate, a student initiative to advocate for a respectful and inclusive campus, recommends the following changes to the Colgate community.

1. Equity Grievance Policy and Code of Conduct for Students, Faculty, and Staff

a. Accessible EGP process

- i. Provide information on EGP policy and process on discrimination based on race, ethnicity, gender identity, sexual orientation, citizenship, disability, class, etc., through First Year Orientation, brown bags, posters, and other channels used to advertise Title IX related processes

b. Transparent EGP process

- i. Respond within two business days (48 hours) that the report or complaint has been received
- ii. Provide updates on the actions taken to address complaint every two weeks
- iii. Document the case from the time it is received and actions taken
- iv. Have documentation available upon request by the complainant
- v. Publish statistics report every month

c. Update EGP policy

- i. Include sanctions for perpetrators of discrimination depending on severity and frequency
 1. Minimum sanctions include mandatory diversity trainings, which may take similar format as alcohol and drug training with Jane Jones
 2. If behavior persists, sanctions develop into warnings and disciplinary actions
 3. Maximum sanctions include suspension, expulsion, and termination
- ii. Address reports/complainants on department or office in aggregate
 1. If a department or office is reported three times for violation of EGP, the trend needs to be addressed as the entire department or office
 - a. Hold mandatory diversity training session for the entire department or office

- b. Chair or Director report training session and actions taken afterwards to both the EGP office and direct supervisors

d. EGP staff and panels

- i. Hire at least two more full time EGP staff who are experienced in diversity and inclusion initiatives
- ii. Train EGP panels to handle discrimination cases with sensitivity and respect
- iii. Train EGP panels to provide helpful advice support through EGP policy and process on all EGP related concerns

e. Revise Code of Conduct for Students

- i. Code of Conduct Committee should include diverse student representatives to discuss definitions and sanctions
- ii. Include definitions of discrimination, aggression, harassment, and bullying
- iii. Include sanctions for perpetrators of discrimination depending on severity and frequency
 - 1. Minimum sanctions include mandatory diversity trainings
 - 2. If behavior persists, warnings and disciplinary actions
 - 3. Maximum sanctions include suspension, expulsion, and termination

f. Create and Implement Code of Conduct for Faculty and Staff

- i. Include definitions of discrimination, aggression, harassment, and bullying
- ii. Include sanctions for perpetrators of discrimination depending on severity and frequency
 - 1. Minimum sanctions include mandatory diversity trainings and notice to direct supervisors, Directors, and Deans
 - 2. If behavior persists, warnings and reflection on performance evaluation, wage, and promotion
 - 3. Maximum sanctions include expulsion and termination

g. Protect the complainant

- i. Provide accommodations including, but not limited to, impartial grader system, withdrawal from a class without penalty, and no contact order
- ii. Should the incident disrupt the complainant's academic and personal life, attach an explanation on the complaint, EGP process, and offered accommodations to the complainant's official records upon request by the complainant
 - 1. For example, when a student withdraws from a class or reports increased physical/psychological distress due to EGP related incident, attach an explanation on transcript or other official records upon request by the student

2. Student/Faculty/Staff Training

a. Student Training

- i. Include racial diversity and implicit bias training in First Year Orientation
 - 1. Introduce definitions and scenarios of racial hate crimes, aggressions, microaggressions, and implicit bias, especially against frequently targeted groups
 - 2. Emphasize that Colgate will not tolerate any type of racial discriminations and aggressions
 - 3. Inform first-year students of the reporting process, investigation, and penalties following a misconduct

4. Inform international students and marginalized students of specific support resources available
- ii. Offer racial diversity training to students in a format similar to Haven Plus during the first few weeks of school every year
 1. Mandate all students and require all student leaders, including student club leaders, greek organization leaders, and athletic team captains, to take this training
- iii. Expand Intergroup Dialogue (IGD)¹ by providing more programs such as brown bags, PE and academic courses, and conference fundings for students, faculty, and staff to engage in critical conversations about identity and racial diversity
- iv. Require students to attend certain number of events on diversity and inclusion to graduate, as in PE credits

b. Faculty/Staff Training

- i. All faculty, staff, and administrators participate in semesterly racial diversity training
 1. The 21-point action plan from the Fall 2014 Sit-in asks that “all faculty, staff, administrators regardless of tenure positions or academic departments and students be engaged in required and sustained diversity training.”² Furthermore, it asks for “sustained diversity training” of staff in the Office of Admission³ and Office of Financial Aid.⁴ There has been no updates posted on the Colgate for all website regarding these demands for sustained, continuous diversity training requirements since June 2015
- ii. Offer opportunities for faculty and students from minority backgrounds to interact in non-classroom settings
 1. Sponsor, organize, and publicize regular coffee chats and receptions between faculty and minority students

3. Building support for students/faculty/staff of color

a. Counseling Center

- i. Hire more counselors of different backgrounds including people of color, LGBTQ+, disabled, working-class, international backgrounds
- ii. Mandate extensive trainings for staff on providing counseling for students of color
- iii. Expand Counseling Center facilities and improve accessibility to Conant House
- iv. Provide counseling service in different languages through partnering with available online counseling services until multilingual counselors are hired

b. Residential Life

- i. Mandate racial diversity training for staff
- ii. Respond to discrimination incidents with sensitivity and respect, in accordance with EGP policy
 1. Separate the complainant and perpetrator immediately after receiving report/complaint
 2. Provide safe living space to the complainant as soon as possible

¹ Intergroup Dialogue is an educational model that brings together community members from diverse social identities in a cooperative, small-group learning environment. It is currently used in Colgate Conversations, a program that has come in the form of weekly brownbag discussions, peer-driven and student leadership workshops, full-day symposiums, and staff/faculty-led Orientation presentations.

² Item 8, *Colgate for All*, www.colgate.edu/campus-life/diversity-and-inclusion/colgate-for-all

³ Item 1, *Colgate for All*, www.colgate.edu/campus-life/diversity-and-inclusion/colgate-for-all

⁴ Item 5, *Colgate for All*, www.colgate.edu/campus-life/diversity-and-inclusion/colgate-for-all

- iii. Abide by the mission and policy of spaces built to support international students and underrepresented groups
- iv. Develop communal spaces for underrepresented students, independent from the Commons

c. Campus Safety

- i. Treat students of color and international students with respect and fairness
- ii. Hire more officers of color
- iii. Require implicit bias training for officers
- iv. Hold more outreach events with students of color and international students

d. Office of International Student Services

- i. Establish independent office space for OISS for accessibility and representation
- ii. Create a permanent safe, communal building for international students and international cultural celebration

e. Treatment of Faculty and Staff of Color

- i. Implement surveys to investigate and create concrete action steps to address low retention rates for faculty and staff of color, particularly women of color and LGBTQ+ faculty and staff of color
- ii. Treat faculty and staff of color with respect and fairness, in terms of workloads, wage, and promotion
- iii. Address discrimination in accordance with EGP policy

f. Publicize support resources

- i. Publicize resources for students of color during Orientation, including the Counseling Center
- ii. Provide bridges, especially during Orientation, for underrepresented students to existing communities and encourage community building as a source of support

4. Academic changes

a. Core Curriculum

- i. Recruit faculty with expertise in diverse regions of the world and non-Western civilizations
- ii. Encourage interdisciplinary cooperation among professors such as co-teaching or linked classes
- iii. Provide institutional resources for faculty to explore diverse and inclusive classroom practices and to teach texts and perspectives from worldwide, beyond the West and U.S.
- iv. The 21-point action plan from the Fall 2014 Sit-in demanded that “our core curriculum be revised to bring in explicit study and understanding of systemic power dynamics and inequities; and how these shape even our most personal relationships with others and ourselves, including revising the GE requirement so it reflects the original proposal where there are discussions about international relations, imperialism, privilege, political conversations about ‘studying abroad,’ critical conversations about ‘difference,’ etc. Professors should also be capable of having those conversations as a prerequisite for teaching the course. Additionally, ensuring the core courses include national and worldwide perspectives, not just Western traditions.”⁵

b. Legacies of the Ancient World

- i. Include texts from various schools of thoughts such as Islamic, Christian, Ancient Mesopotamian, Buddhist, Hindu, Confucian, Ancient Greek and Roman, Ancient cultures and civilizations of African, Asian, and Latin American continents, etc.

⁵ Item 10, *Colgate for All*, www.colgate.edu/campus-life/diversity-and-inclusion/colgate-for-all

- ii. Have multiple students of color and international students as student representatives in the Core Legacies Revision process

c. Challenges of Modernity

- i. Position racism and imperialism, along with the violence they entail, as the explicit focus
- ii. Include more diverse texts that offer critical counternarratives to those written by Western authors
- iii. Incorporate a class project for students to explore how various issues of modernity manifest at Colgate, including but not limited to social inequality, colonization, and the Western paradigm of development

d. Core Communities and Identities

- i. Offer Core Colgate as a C&I class, in which students learn to critically reflect on Colgate's history as related to the current climate and the various student movements that brought about changes

e. FSEM

- i. Encourage professors to hold more events outside classrooms for students to get to know each other and their backgrounds
- ii. Highlight the importance of diversity and inclusion and discuss ways to promote diversity and inclusion during FSEM professors' training session
- iii. Require all FSEM professors, links, and first-year students to receive implicit bias training

f. SET forms

- i. Include questions on learning about diversity, such as:
 - 1. "How has this class deepened your understanding of identity, privilege, diversity, and inclusion?"
 - 2. "To what extent did the professor treat students of different backgrounds equally?"
 - 3. "To what extent did the professor create welcoming space for diversity?"

COMMENTS FROM THE COMMUNITY

EGP and Code of Conduct for Students, Faculty, and Staff:

1. People who initiate the EGP process should feel safe and protected on campus. a close friend went through the process last year, but often found herself feeling isolated and unsafe, in part because her perpetrator was allowed to remain on campus with no inhibitions or consequences. I also know of students who have multiple EGP cases filed against them, but they remain on campus. sexual assault is not unique to Colgate, but we need to do better, both for victims and for each other. (Student)
2. Sustained and required diversity training is imperative throughout the Colgate experience. Additionally, this year, I have witnessed the EGP process clearly fail a close friend and even after the person was found not-guilty, the dangerous person has continued to break into dorm rooms, harass people, and behave inappropriately. (Student)
3. Could Faculty / Staff guidance be included by updating the existing handbook language on discrimination (currently the entire text of the EGP is in there, including sanctions) rather than through creation of a separate code of conduct? (Staff)
4. Transparency is a key, and the recognition that equality and inclusiveness is a discussion with a number of stakeholders, and is NOT a monologue. (Staff)

Student/Faculty/Staff Training

1. Include Outdoor Ed in the groups requiring diversity training for orientation relation activities and perhaps start these conversations on all pre-orientation activities (Student)
2. Mandatory diversity or bias trainings have proven to only make discriminatory behavior worse. I would advise strongly against implementing any such programs. The best way to improve relations between student groups is by stopping special treatment that breeds isolation and self-perception as a group identity rather than an individual. As a student of color, treating us as a homogeneous, victimized collective that needs special treatment is possibly the worst thing that could be done to improve relations on campus. It will only breed resentment and further isolation. End special treatment and start treating students as individuals rather than a group identity or a collection of group identities. That is how you make people stop seeing each other as a personifications of a group identities. (Student)
3. Implicit bias test before or during orientation (Student)
4. Diversity training and sustained diversity training for all, including students, faculty, staff, campus safety, etc. (Student)
5. Implement the 21 points from the Fall 2014 sit in. The administration needs to implement those points. (Student)
6. For things like diversity training (whether it be for faculty, staff, or students) we also need to improve ASSESSMENT of these trainings. Can't just be about implementing them, we also need to know if they are working/if professors, faculty and staff are applying these things inside and outside the classroom (Student)
7. For diversity trainings (staff and students): In order for this to be sustained for years to come, it is critical that VPs and Deans/Directors implement this in departments and there is an accountability from the President and Board that these trainings are completed on a regular basis. It needs to be booked far enough in advance to allow employees to plan travel, vacation, and meetings/events accordingly with make up sessions for anyone who was unable to attend (sick, family emergency, etc). (Staff)

8. Places where students can workshop and have somewhat "forced" interactions with people of different backgrounds is extremely important. Too many times students attend workshops or trainings, sit with their friends, have the "difficult discussions" with their friends and then move on without ever really being pushed to expand their world views or have their thoughts challenged. That is an essential part of the college experience and while a number of students and faculty are voluntarily part of these conversations, too many are actively or passively avoiding these conversations. (Student)
9. The Administrative Assistants have established our own diversity trainings by offering one per month available to all AA's. They have been well received and well attended. On campus we hear reactive issues when there are students involved in racial issues and harassment. Are there issues with faculty or staff? Why don't we hear about those? Maybe when hiring new staff members in HR or EPG it should be their job to not only offer monthly trainings across the board, but maybe mandate 5 per year you HAVE to take as an employee in order to get a raise? You can hold back student grades or their diploma for not filling out an exit interview from Colgate, but no repercussions for staff who don't participate? And I think it should be ALL staff regardless of them being faculty, deans, b & g, Chartwells workers, administrators and athletics. No one should be exempt from participating in these trainings. (Staff)
10. (Answering as a staff member/former lecturer in University studies). Please define all acronyms, which are exclusive to people who don't know what they mean. I picked the options I think would best incorporate students/faculty/staff. I would have liked to see Intergroup Dialogue training included in the list; creating spaces for such dialogue is important. With regard to SET questions, note that any changes to those would take a long time and would need to go through faculty governance. Also, be aware that many faculty and academic departments may be unaware of how to address issues of diversity in their teaching, so how could support for that be provided? I would recommend that your group review the faculty handbook as a platform for engaging faculty, see here: <https://colgate.atlassian.net/wiki/spaces/FH/pages/524297/Faculty+Handbook+-+Table+of+Contents> Colgate faculty need to achieve "excellence in teaching" to receive tenure and promotion...it would be an interesting conversation to have with faculty about the role of addressing diversity as part of what it means to be an "excellent teacher" here at Colgate (Staff)

Building support for students/faculty/staff of color:

1. Increase support for retention of staff of color esp in campus safety (Staff)
2. Hire a more diverse staff. More POC's and have them be more visible on campus. Hire POC's that can mentor students, and support them with the issues that they face. As a minority, I can say I have been there, and know exactly how the students feel. Something like that can change a students outlook on life by just standing by their side and acknowledging the issues. (Staff)
3. I think a space for OISS is very important. (Student)
4. As part of the Living the Liberal Arts strategic plan, we recommended the construction of a "World Cafe" that would serve authentic food (and have other cultural activities) from all around the world, and this would be a non-academic gateway into international cultures for students born in America. This would give international students a place to gather and call home, and it would also be a place in which Americans would need to "enter into," rather than international students always needing to enter into American spaces. If there is good and authentic food (this is key!), so many people would go to this place. Food is such an effective way to open up cross-cultural interactions. (Faculty)
5. Increase faculty diversity (Faculty)

6. Colgate needs to put more of its resources into staff student support services. So many student support staff/offices are very over worked and cannot sustain the demand/need that there is to support students so they make do with what they can and burn staff out (especially POC) so they leave Colgate. We need to do a better job of taking care of and retaining our staff so that they can in turn do a better job in supporting students. Many of these listed demands require the administration to put quite a bit of monetary resources toward more staff and staff resources.
7. Have more options to learn about different cultures and make them more visible around campus (Student)
8. There should be more diversity in accepted students, not enough minorities are given an opportunity to attend Colgate, which creates a serious lacking in diversity. (Student)
9. It's important to get members of the administration also involved in this process. (Faculty)

Curricular changes

1. I also think questions on SET forms would be useful (Student)
2. The ones I picked above I think are the things that needs most urgent changes. However, I do believe, that implementing CORE Colgate class would be a great change. (Student)
3. I also really appreciated the additional SET questions (Staff)
4. To add activities/classes that are OPTIONAL is a waste. The people participating in optional activities are not the ones who need to change/learn something. Require a class on diversity, not just a more diverse version of the cores. I have heard from multiple professors that nothing ever actually changes here and that issues are only dealt with on the short term. This is evident from what I have seen. Also, where did the webpage for the most recent incident of racism go? The link no longer works. Has everyone forgotten already? (Student)

Other Comments

1. This is a great idea to implement these changes (Staff)
2. There is an urgent need to change campus' culture (Faculty)
3. This is an excellent start, thank you! (Staff)
4. Thank you (Staff)
5. Wish I could choose more than three!! All of these are so important. (Student)
6. good work! (Staff)
7. On future surveys is would be helpful if you spelled out acronyms. Not everyone has the same background and understanding of what some of these mean. (Staff)
- 8.