

Office of Diversity & Inclusion

"Moving Forward Together" Steering Committee

Revised July 19, 2020

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Off-campus Materials

Each of the following are links to external documents; Internet service is required to access the following:

- ["Reclaiming Reconciliation: The Corruption of 'Racial Reconciliation' and How it Might be Reclaimed for Racial Justice & Unity"](#) article by Dr. Douglas Foster (*Journal of Ecumenical Studies*)
- [Furman University's "Seeking Abraham" Report](#) (Furman University's Task Force on Slavery & Justice"
- ["A Leadership Guide for Promoting Race Equity & Inclusion in the Workplace"](#) (South Carolina Race Equity and Inclusion (REI) Partnership)

Item #1:

Letter of Invitation & Charge from President Bob Staton

Office of the President

June 22, 2020

To: Members of Moving Forward Together Steering Committee

- Dr. Booker Ingram, (Chair of the Steering Committee)
 - Dr. Serge Afeli, (Assistant Professor Pharmacology & Director of I & E)
 - Dr. Justin Brent, (Professor of English)
 - Mr. Willie Cooper '81, (Board of Trustees)
 - Ms. Maya Evans '21, (Student, President of the Multicultural Student Union)
 - Rev. Racquel Gill, (Assistant Chaplain for Multicultural Community Engagement)
 - Dr. William Harris, (Assistant Professor of History)
 - Ms. Stephanie Keene, (Assoc. Director of Academic Success & Presby First+ Coordinator)
 - Mr. Tommy Lawson '71, (Vice-Chair, Board of Trustees)
 - Dr. Erin McAdams, (Associate Professor of Political Science)
 - Rev. Dr. Danny Murphy, (Board of Trustees)
 - Mrs. Dee Nichols, (Sr. Associate Athletic Director for Compliance and Sr. Women's Admin)
 - Mr. Reagan Osbon '21, (Student, President of the Student Government Association)
 - Rev. Rachel Parsons-Wells'02, (Director of Religious Life & Community Engagement)
 - Dr. Austin Shull '11, (Assistant Professor of Biology)
 - Mr. Steve Smith '84, (Board of Trustees)
 - Dr. Emily Taylor, (Associate Professor of English and World Literatures)
 - Ms. Kennedy Wright '23, (Student, Secretary & Treasurer of Multicultural Student Union)
 - **Ex Officio Member:** Mr. Drew Peterson, (Associate Dean of Students/Director of Residence Life)
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From: Bob Staton, President

Re: Committee Charge

Thanks to each of you for your willingness to serve as a member of the Moving Forward Together Steering Committee established, with the endorsement of the Board of Trustees, to develop a comprehensive plan that puts into action Presbyterian College's commitment to create a more perfect and inclusive campus for all.

You are charged with developing a series of recommendations to be presented first to the President and then to the Board of Trustees, that sets forth, within the context of Christian faith and PC's mission, the college's approach to responding to our context, addressing our needs and aspirations, and moving forward together to build a more diverse community. The statements made in my June 10, 2020 statement should serve as a guide for your work.

As an educational institution, grounded in the context of the Christian faith, it is imperative that we seize this moment to acknowledge that we individually and collectively have fallen short of who we should be and must act to better educate the entire campus community--students, faculty and staff--in order to create a community welcoming to all.

It is my belief that developing and enhancing dialogue across our community is critical to changing our campus climate. I would request that you, in addition to other recommendations you may develop, particularly focus on steps that can happen quickly for engaging in communications and training across campus to encourage active listening and respect and an understanding of our differences.

The makeup of this committee represents a cross section of the PC community, including trustees. You are charged to represent and reflect all segments of PC. Your recommendations should represent your collective view on moving forward. You will no doubt receive requests, concerns, and even demands to take certain actions. Your responsibility is to consider the various viewpoints and create what you collectively believe is the correct path to create an environment that is welcoming to all, even those with whom we disagree or are different from us.

The plan should be realistic both in terms of the time it will take to develop and implement, as well as the ability of PC to fund items requiring financial resources. As each of you are aware we, and all other colleges, are confronting a difficult financial environment. Any recommendations you make that require additional resources should, therefore, specify both those resources and potential sources for those resources. It is my belief there are many items you might recommend that can have a significant impact but do not, at this time, require significant financial resources.

In undertaking this work, each of us on campus, including me, need to recognize we have contributed, by our actions or inactions, to creating our current campus climate. As one of our trustees suggested, we should each follow the words found in Matthew 7 to guide us in this regard. This will require all of us to not just look at what or how others need to change, but to look first inward at how each of us must change, both in our thoughts and actions. I would welcome the opportunity to share with you some examples of my shortcomings.

This group, along with the leadership team, must set the tone and example needed to create a more inclusive climate. As you conduct your work, you should set an example for the campus in how you communicate, especially in listening to understand others' points of view, and to foster an environment that stresses and models open communications.

As you move forward to develop your recommendations, you should provide periodic updates to me. I will in turn provide you any feedback or guidance as appropriate. Your final recommendation must be completed by July 30, 2020 and submitted to me: I will then forward it to PC's Board of Trustees as a part of the materials for the August 4-5, 2020 board meeting. At its August meeting the board will be asked to discuss your recommendations, provide guidance, and if appropriate take action.

Again I appreciate your willingness to be a part of this important work and look forward to working with you, receiving your report and having our board take action on your report.

Item #2:
May 31 & June 10, 2020, Emails from President Bob Staton

From: "Bob Staton, President of Presbyterian College" <news@presby.edu>

Date: May 31, 2020 at 6:24:39 PM EDT

Subject: A message from Bob Staton, President of Presbyterian College

The events of this past week across the country compel each of us to reflect on what it means to live together in a civil, democratic society. The senseless death of George Floyd in Minneapolis on Monday, May 25, and the despicable actions of those who caused his death, should cause all of us to recognize the hurt and pain felt by many in our country and to renew the hard work, but important work, that needs to happen to ensure equal justice and fair treatment for all Americans, no matter one's race, gender, creed, orientation, or social status.

The deaths of George Floyd, Ahmaud Arbery, and Breonna Taylor are real and painful symbols of the violation of human rights and the devastating effects that systemic racism, oppression and violence have on the safety, security and health of communities of color. In this moment, as we contemplate the reforms and actions needed to create a more perfect union, each of us should give thought to the words of the late Dr. Martin Luther King, Jr. that, "Noncooperation with evil is as much a moral obligation as is cooperation with good." It is our belief, as many Americans would concur, that this is a significant moment in our nation's history and in order to correct the systemic wrongs that these events reveal, it will require courageous talk and discourse among and between all of us before these matters will be resolved.

As a community, Presbyterian College denounces racism and vigilante acts that harm and terrorize members of our nation and communities based upon race, ethnicity, country of origin, religion, disability, gender, gender identity, or sexual orientation. To this end, we will hold steadfastly to our responsibility and obligation to create a welcoming and safe campus environment in which endemic or episodic wrongs can be discussed and addressed and acts of hate, bias or violence are condemned and will not be tolerated. Let's all of us agree to creating a more perfect union and a more perfect and inclusive campus.

From: "Bob Staton, President of Presbyterian College" <news@presby.edu>

Date: June 10, 2020 at 4:53 PM EDT

Subject: Moving Forward Together

Reply-To: "Bob Staton, President of Presbyterian College" <news@presby.edu>

On May 31, I sent a message to our community denouncing racism and vigilante acts that harm and terrorize members of our nation and communities based upon race, ethnicity, country of origin, religion, disability, gender, gender identity, or sexual orientation. I noted that we have a commitment to create a welcoming and safe campus environment in which endemic or episodic wrongs can be discussed and addressed and acts of hate, bias or violence are condemned and will not be tolerated, and I called for all of us to agree to create a more perfect and inclusive campus. Our mission and values at PC, developed within the framework of Christian faith and committed to the development of mental, physical, moral, and spiritual capacities of each student, demand no less of each of us.

How do we deliver on this commitment, and how do we move forward in 2020 to ensure that every member of our campus community not only grasps the harmful effect of racism and discrimination in all of its forms, but also commits to developing a campus culture where the norm for each community member is to respect the dignity of all people?

Our Diversity Aspiration Statement is an important place to start. We note there that, since its founding in 1880, “Presbyterian College has existed within a broader social and historical context in which access to education and employment has been, for certain social groups, unduly restricted” and, in many cases, often denied. Our campus culture, like that of many institutions of higher education, has been one where prevailing norms have yielded groups who were “historically marginalized because of such factors as race, ethnicity, national origin, gender, sexual orientation, socioeconomic class, faith tradition, age, and physical ability.” At this crucial moment in our nation’s history, and in PC’s history, we must ensure that we recognize this context, take steps to engage ourselves and others in meaningful dialogue and change that reflects our mission and our commitments to an inclusive community, and foster an environment where black lives matter – not just at PC, but in our democratic society and world community.

To that end, I have asked our board of trustees to work with us in the next academic year to endorse the development of a project, with specific timelines and objectives over the next 6-8 months, that engages us in those needed conversations about not only our own context at PC but also what we need to do in the immediate term to enhance our campus climate. The board has unanimously endorsed this request and encouraged us to pursue this important work now.

To move this project forward, I am asking Dr. Booker Ingram, our director of diversity and inclusion, to spearhead an initiative designed to address the past, present, and future of Presbyterian College in this area. In doing so, I anticipate he will work with other members of our leadership team, faculty, staff, current and former students, and other friends of PC – in short, our entire campus community – to outline where training and education will be helpful and where dialogue about important issues yields actions that reflect the change we seek. I would anticipate that the specifics for this project would be shared with the board later this summer for their review and approval, with implementation to proceed this fall.

In developing this needed work, my intent is that, in this period of increased awareness of the factors that have historically divided us, this proposed initiative will help us candidly assess our history and culture and inspire our campus to work together to find solutions to the endemic problems that we face. In doing so, my hope for PC is that we will move forward together with renewed commitment to eradicating our imperfections and creating a more inclusive environment for all of our students, staff and faculty.

Item #3:
Opening Statement to the Steering Committee by Dr. Booker Ingram

The Moving Forward Together Steering Committee (June 24, 2020)

With the endorsement of the Board, President and the Leadership Team, this Steering Committee was created and given the unique assignment to spearhead *an initiative designed to address the past, present, and future of Presbyterian College in the areas of racial discrimination, systemic and implicit biases, reconciliation, diversity and inclusion*. Over the years, our African American alumni and students have shared with us some of the painful events and circumstances that they experienced while attending PC. It is important that we acknowledge those experiences and work to insure that they never occur again. A major question that faces us as we begin our work is how do we inculcate in all of community members the democratic and Christian values, ideals and beliefs that define our Mission and Diversity Aspiration Statements in our efforts to create a more diverse and inclusive community?

Or, as President Staton noted in his June 10, 2020 statement to the PC community, “How do we deliver on this commitment, and how do we move forward in 2020 to ensure that every member of our campus community not only grasps the harmful effect of racism and discrimination in all of its forms, but also commits to developing a campus culture where the norm for each community member is to respect the dignity of all people?” Such a commitment will require a systematic and intentional approach to create a campus culture that is free of all forms of racism and discrimination. This will be central to our work

We will utilize a number of sources and documents to guide our work, and one in particular I would like for you to review for our meeting next week is Bailey Jackson’s typology of the six stages of Multicultural Organizational Development (MCO) that can be found in “The Final Report of the Task Force for Strategic Diversity Assessment and Vision” that was written by a team of faculty here at PC in 2016 ([Item #4](#) in the E-notebook). Prof. Erin McAdams was a principal author of the report and I served as the co-director of the Task Force. The Task Force group concluded that PC was at Stage 3 in its development for the reasons outlined in the report. Ideally, the goal is for PC to be at Stage 6 where it would be free of racism and discrimination and be recognized as an anti-racist institution. It is my hope that the policies that we recommend will move us to Stage 6 by January, 2022.

We will also be guided by the work that was done by Prof. Kate Anderson (Psychology) who chaired the Diversity and Inclusion Advisory Council’s Sub-committee on a Diversity Action Plan for PC. Her sub-committee identified five pillars around which the college’s Diversity Action Plan would be centered.

And the pillars are:

1. Community
2. Curriculum
3. Data
4. Programming
5. Resources

Each of the pillars would require specific policies and policy guidances in order to develop for example: 1) a more welcoming, inclusive and equitable community; 2) curriculum reforms that examine the history of racial injustice; 3) data collection to accurately measure whether the college is moving toward becoming a Stage 5 multicultural organization; 4) minority specific programming; and 5) resources needed to implement our policy recommendations. I think each of the policy recommendations that we offer can fit under one of the pillars.

I hope this provides a brief overview of the work that we will be pursuing during the next four weeks.

In closing, I am pleased that each of you have agreed to help in the design and development of this very important initiative and I very much look forward to working with each of you.

Sincerely,

Booker Ingram, Chair

Item #4:

Task Force for
Strategic Diversity Assessment and Vision

Final Report
June 30, 2016

PREAMBLE

The Diversity Task Force at Presbyterian College was created in 2015 by the Diversity Council to operationalize the Diversity Aspiration Statement that was adopted by the College in 2009. This Diversity Aspiration Statement provides a broad vision of the College “as a place where we, as a diverse student body, faculty and staff:

- encourage contributions to the community by ensuring full representation and by honoring the experience of those groups that have endured unjust discrimination;
- seek intercultural and cross-cultural communication;
- cultivate in ourselves and in one another the courage, skill and grace that are needed to discuss complex issues about which we may deeply disagree, including such matters as culturally significant difference and the continuing existence of discrimination in our society;
- talk with one another in a spirit of openness and thoughtful exploration.”

The Diversity Aspiration Statement also indicates that College resources will be devoted to the following:

- “maintain and expand diversity in our curriculum, co-curricular programs and supportive networks;
- attract, enroll and retain an increased number of students with diverse backgrounds from the United States and abroad;
- recruit, hire and retain an increased number of faculty and staff with diverse backgrounds from the United States and abroad;
- continue to analyze the changes in our society and to examine the scope of our diversity aspirations;
- assess our programs formally and continually check our progress in achieving the above goals.”

Comprised of staff, administrators and faculty, the Diversity Task Force was charged with determining specific strategies that would allow the College to fulfill the Diversity Aspiration Statement. Co-chaired by Dr. Booker Ingram (Political Science) and Dr. Jim Wetzel (Biology),¹ the Task Force membership also includes: Serge Afeli (School of Pharmacy), Rebecca Davis (Religion and Philosophy); Liz Dille (International Program), Viet Ha (International Programs), Kendra Hamilton (English), Evelyn Hunter (Psychology), Erin McAdams (Political Science), Dee Nichols (Athletics) and Lashawna Wright (Student Life).

Relying on Bailey W. Jackson’s typology of the six stages of Multicultural Organizational Development (MCOOD),² the Task Force began by identifying the current and desired MCOOD stages of Presbyterian College and then identified goals / objectives as well as specific strategies for the College to employ to achieve each stage of MCOOD. The following provides the full and final report of this Task Force.

1Dr. Wetzel co-chaired the Task Force until April 2016.

2 Bailey W. Jackson, “Theory and Practice of Multicultural Organization Development,” in *The NTL Handbook of Organizational Development*, ed. Brenda B. Jones and Michael Brazzel (San Francisco: Pfeiffer, 2014), 175-192.

The Importance of Becoming a Diverse & Multicultural Competent Community

The Diversity Aspiration Statement passed at Presbyterian College in 2009 demonstrated the College's recognition of the importance of having a diverse learning community as well as its desire to make our college community more inclusive and welcoming of divergent experiences and perspectives, particularly to redress social and historical injustices. This recognition and desire are supported by a large body of scholarly research that has documented the benefits of having a diverse and culturally competent learning community.

Much of the scholarly research on the effects of diversity and multicultural competence has focused on the benefits for all students, including – but not limited to – students who represent diverse or under-represented populations. Clearly, having an educational setting that promotes and supports diversity has helped to address student achievement gaps,³ provide role models for minority students, and aid in the retention of minority students.⁴ Having a diverse faculty also leads to more effective teaching and learning as students from diverse backgrounds benefit from different teaching strategies and styles.⁵

Research has also demonstrated that diverse educational climates that promote inclusivity also contribute to the richness of the learning environment on college campuses for all students. Longitudinal studies of colleges and universities, for example, demonstrate that college policies that promote diversity has positive impacts on students' cognitive development, satisfaction with the college experience and leadership abilities.⁶ Studies also show that students who had meaningful interactions with racially and ethnically diverse peers in social settings as well as the classroom showed the most engagement in active thinking, intellectual engagement, and growth in academic skills.⁷

It is particularly important for colleges and universities to be proactive in promoting multicultural competence as well, as numerous studies demonstrate that unconscious assumptions and biases can shape individuals' behavior, even for those who are strongly committed to non-discrimination. As one report states:

Although we all like to think that we are objective scholars who judge people on merit, the quality of their work and the nature of their achievement, copious

³ Anderson, S., Medrich, E., Fowler, D. (March 2007). Which achievement gap? Phi Delta Kappa, 88(7), p. 547.

⁴ Astin, Alexander W. "Diversity and Multiculturalism on the Campus: How are Students Affected?" Change 25;2 (1993): 44-49.

⁵ Marzano, B. (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: Association for Supervision and Curriculum Development.

⁶ Astin, Alexander W. "Diversity and Multiculturalism on the Campus: How are Students Affected?" Change 25;2 (1993): 44-49.

⁷ Gurin, Patricia, Eric L. Dey, Sylvia Hurtado, and Gerald Gurin. "Diversity and Higher Education: Theory and Impact on Educational Outcomes." Harvard Educational Review 72 (2002): 330-366; Gurin, Patricia. "Selections from The Compelling Need for Diversity in Higher Education, Expert Reports in Defense of the University of Michigan." Equity & Excellence in Education 32 (1999): 36-62; Espenshade, Thomas J. and Alexandria Walton Radford. No Longer Separate, Not Yet Equal: Race and Class in Elite College Admission and Campus Life. Princeton, NJ: Princeton University Press, 2009.

research shows that a lifetime of experience and cultural history shapes every one of us and our judgments of others. The results from controlled research studies demonstrate that people often hold unconscious, implicit assumptions that influence their judgments and interactions with others. Examples range from expectations or assumptions about physical or social characteristics associated with race, gender, age, and ethnicity to those associated with certain job descriptions, academic institutions and fields of study.⁸

Thus, even individuals who are strongly committed to equality and who believe that they are not biased may actually – albeit unconsciously – behave in ways that are discriminatory.⁹ As a result, it is important for college campuses to not only promote increasing diversity in its students, faculty and staff, but also be dedicated to creating a campus environment that is truly inclusive and proactive in developing multicultural competency.

In fact, a multicultural environment itself is beneficial to students. As one analysis of the National Study of Student Learning demonstrated, a strong, positive correlation exists between students' perception that an institution is nondiscriminatory and their willingness to accept diversity and intellectual challenges.¹⁰ Attending a college that is inclusive thus prepares students for their careers in an increasingly diverse employment as well as for making positive contributions to their increasingly diverse communities.

Research also demonstrates that having a diverse and multiculturally competent academic environment benefits faculty and staff as well. Studies show that a campus climate that promotes and supports diversity aids in the retention of faculty and staff as well as contributes to the richness of the learning environment for teaching and scholarly research.¹¹ Diversity aids employees by increasing their creativity, innovation, critical thinking and analysis, and problem-solving.¹²

Thus, scholarly research provides evidence to support the value of Presbyterian College's willingness and desire to become a more diverse community and a more inclusive and welcoming environment, as demonstrated through its Diversity Aspiration Statement.

⁸Fine, Eve and Jo Handelsman. "Benefits and Challenges of Diversity in Academic Settings." WISELI. Women in Science & Engineering Leadership Institute, University of Wisconsin-Madison. 2010.

⁹ Dovidio, John F. "On the Nature of Contemporary Prejudice: The Third Wave." *Journal of Social Issues* 57 (2001): 829-849.

¹⁰ Pascarella, Ernest T. et al. "Influences on Students' Openness to Diversity and Challenge in the First Year of College." *Journal of Higher Education* 67 (1996): 174-195.

¹¹ McLeod, Poppy Laurretta, Sharon Alisa Lobel, and Taylor H. Cox, Jr. "Ethnic Diversity and Creativity in Small Groups." *Small Group Research* 27 (1996): 248-265.

¹² Nemeth, Charlan Jeanne. "Dissent as Driving Cognition, Attitudes, and Judgments." *Social Cognition* 13 (1995): 273-291; Nemeth, Charlan Jeanne. "Differential Contributions of Majority and Minority Influence." *Psychological Review* 93 (1986): 23-32; Nemeth, Charlan Jeanne. "Dissent, Group Process, and Creativity: The Contribution of Minority Influence." *Advances in Group Process* 2 (1985): 57-74.

The Immediate Need to Address Issues of Diversity & Multicultural Competency at Presbyterian College

As *The New York Times* reported last year, “[i]nstances of racism and bigotry have ignited protests at colleges across the United States, and social media has amplified students’ messages far beyond campus.”¹³ Complaints of hostile environments for women, racial and ethnic minorities, religious minorities and the LGBT community have also emerged on college campuses in the past few years, demonstrating the need for college campuses to engage students, faculty, staff and administrators to create learning environments that not only respond to such incidents, but that prevent them from occurring in the first place. Indeed, the recent experiences at Arizona State University, Baylor University, Clemson University, Dartmouth College, the University of Michigan, the University of Missouri, the University of Oklahoma and UCLA, among others, provide ample motivation for all colleges and universities to evaluate their current campus environments, implement policies and strategies that promote and support diversity, inclusivity and multicultural competence, and devote resources to ensure the success of these endeavors.

The immediate need to address issues of diversity and multicultural competence at Presbyterian College was made even more apparent in February 2016. Even as the Diversity Task Force was working on developing strategies to operationalize the Diversity Aspiration Statement, incidents involving racial bullying on campus occurred that demonstrated the need to make diversity and multicultural competence an immediate priority on PC’s campus. As one student stated in reference to racist comments posted on YikYak (an anonymous social media site) in February:

If you have access to YikYak, I strongly suggest that you log on and read the proliferic racist remarks that are filling up the thread....The ignorance displayed on the posts is staggering. The prejudice breathtaking. The throwaway racism speaks of a culture here that doesn't truly challenge it - these people know they're going to get plenty of upvotes, that enough of their peers are with them on this for them to feel comfortable about speaking their minds.

Well, I don't feel comfortable. I feel horrified. Many of my peers do too. I've been on campus since August and I know there's a lot of racism here. I've just never seen it freely demonstrated, or with such a sense of satisfaction before. I'm white, I'm from Scotland, and I've never lived with racism like this, but I knew it was, sadly, still a part of South Carolina. I've reluctantly grown to accept that it's here, but I have the luxury of doing that because I'm not a victim of it. It sickens me to imagine what my black friends, classmates and peers may be thinking and feeling about this tonight. PC can't accept this, because it's unacceptable. To accept this is to fail the student body and to fail to live up to the ethos of the college....

13. *The New York Times*. “Racial Tension and Protests on Campuses Across the Country.” Nov. 10, 2015. Accessed at: http://www.nytimes.com/2015/11/11/us/racial-tension-and-protests-on-campuses-across-the-country.html?_r=0

...To put this into perspective, it's 2016 and people are saying outright racist things, without fear of reprisal - socially or otherwise. They feel as untouchable as people did doing these things 50 years ago - safe in their position of privilege. I suddenly find myself wanting to go home, very badly, right now. This is not the PC I've grown to love... I sincerely hope that Administration and Faculty will take prompt, appropriate action to address the racism on campus at PC...¹⁴

The time to act is now. The Diversity Task Force strongly recommends that the College continues to make diversity and multicultural competence, as outlined in the Diversity Aspiration Statement, an immediate priority. The Task Force recognizes that increasing diversity in the student, faculty and staff/administration populations is important, but that – even more important – is ensuring that our campus climate that is welcoming and inclusive of those diverse populations. With these goals in mind, the Diversity Task Force offers the following objectives and strategies to achieve the College's Diversity Aspiration Statement.

14. Email from Lana M. Cook. 2/19/2016.

Task Force for Strategic Diversity Assessment and Vision *Final Report*

Part I - Towards a Common Understanding of Multicultural Organizations

Marks of a Multicultural Organization¹

1. Exhibits a clear commitment to creating an inclusive organization
2. Seeks, develops, and values the contributions and talents of all members.
3. Includes all members as active participants in decisions that shape the organization.
4. Employees reflect diverse social and cultural groups throughout all levels of the organization; and demonstrate the multicultural competencies to address the increasing diversity among the populations they serve.
5. Acts on its commitment to eliminate all forms of exclusion and discrimination within the organization, including racism, sexism, heterosexism, ageism, classism, disability oppression, religious oppression, genderism, etc.
6. Follows through on broader social and environmental responsibilities.

Stages of Multicultural Organizational Development (MCOD) Model

Three Types in Six Stages

Type A: Monocultural Organizations

- Stage 1 Exclusionary*
- Stage 2 The Club*

Type B: Non-Discriminating Organizations

- Stage 3 The Compliance*
- Stage 4 The Affirming*

Type C: Multicultural/Inclusive Organizations

- Stage 5 Redefining*
- Stage 6 Multicultural*

A. Monocultural Organizations

Stage 1: The Exclusionary Organization

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members

¹ Bailey W. Jackson, "Theory and Practice of Multicultural Organization Development," in *The NTL Handbook of Organizational Development*, ed. Brenda B. Jones and Michael Brazzel (San Francisco: Pfeiffer, 2014), 175-192.

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

B. Non-Discriminating Organizations

Stage 3: The Compliance Organization

- Openly maintains the privileged group's power and privilege
- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of work force (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified" o
 - o Must assimilate into organizational culture
 - o Must not challenge the system or "rock the boat"
 - o Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

C. Multicultural/Inclusive Organizations

Stage 5: The Redefining Organization

- In transition
- Actively working towards developing an inclusive organization
- Moving beyond "nondiscriminatory," "non-oppressive" to be proactively inclusive

- Actively working to create an environment that “values and capitalizes on diversity”
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Part II - Current MCOB Stage of Presbyterian College

Presbyterian College is comprised of an expanse of organizations and departments with five primary populations: students, faculty, staff, administration and governance (Board of Trustees.) There are particular constituents, groups and sectors that are further along the Multicultural Organizational Developmental (MCOB) stages and exhibit characteristics of Stages Five and Six in the above typology. In addition, there have also been some strides towards moving the campus further along in its diversity and inclusion development in recent months, such as the establishment of a Diversity Task Force to provide a strategic assessment and vision to full the Diversity Aspiration Statement², the initiation and ongoing work listed below in Appendix B, the President’s convening conversations and commissioning of a Diversity Education Plan, and the Civility and Anti-Bullying Statement³, among other items.

However, in assessing the current overall functioning and climate of PC across all organizations, departments and populations, it is determined that we are collectively at Stage 3: *The Compliance Organization*. A few examples to support this conclusion include particular organizations that remain closed and are supported in exclusionary practices without alternative opportunities provided for those who are fenced, a hesitancy to administratively respond quickly to the recent racial bullying on campus and through social media for fear that an “official statement may make it worse,” admission assumptions that “minority community members do not have the scores to qualify for top scholarships,” and limited intentional recruitment of diverse students, faculty and administration at the top levels.

² Appendix A

³ Appendix C

Part III – Desired MCOB Stage for PC

The Mission Statement of Presbyterian College explicates its “compelling purpose as a church-related college, is to develop within the framework of Christian faith the mental, physical, moral, and spiritual capacities of each student in preparation for a lifetime of personal and vocational fulfillment and responsible contribution to our democratic society and the world community.” Among its goals are the resolves to:

- ⇒ To develop in students the ability to think clearly and independently, to make critical judgments, and to communicate effectively in both speech and writing
- ⇒ To acquaint students with the teachings and values of the Christian faith
- ⇒ To help students develop moral and ethical commitments, including service to others
- ⇒ To help students attain a sense of dignity, self-worth, and appreciation of other persons of diverse backgrounds.

These ideals are further developed in the school’s Diversity Aspiration Statement approved in 2009 acknowledges “that Presbyterian College has existed within a broader social and historical context in which access to education and employment has been, for certain social groups, unduly restricted. ***To help redress such injustice and to make our college community more inclusive and more representative of our society and world, we seek to promote the presence and voice of groups that have been historically marginalized because of such factors as race, ethnicity, national origin, gender, sexual orientation, socioeconomic class, faith tradition, age, and physical ability.***”⁴

While the inclination may be to dream of Presbyterian College as a campus that is a fully developed multicultural organization that is inclusive and resides at a Stage 6 on the MCOB, a more realistic and tactical goal is to acknowledge our current state as a Non-Discriminating Compliance (Type B/Stage 3) and clearly and strategically state our intentions of moving forward. Therefore, we recommend entering at Stage 4: *The Affirming Organization* by December 2017 with a strategic plan for entering Stage 5: *The Redefining Organization* by Spring 2019. This provides the PC community one and a half years to reach the first goal of Stage 4 and a full three years to achieve the second goal of Stage 5. The ultimate goal is to move into Stage 6: *The Multicultural Organization* by the end of Spring 2020.⁵

Part IV – Strategic Goals / Objectives for Building a Diverse PC Community

Goals and objectives, by their very nature, are concrete and measurable statements of what the organization wants to achieve. The Diversity Aspiration Statement of Presbyterian

⁴ See Appendix A

⁵ See Appendix D for *Indicators of Redefining/Multicultural Organization (Stages 5/6)*.

College provides an overarching vision of these goals by stating that the College “envisions a place where we, as a diverse student body, faculty and staff:

- encourage contributions to the community by ensuring full representation and by honoring the experience of those groups that have endured unjust discrimination;
- seek intercultural and cross-cultural communication;
- cultivate in ourselves and in one another the courage, skill, and grace that are needed to discuss complex issues about which we may deeply disagree, including such matters as culturally significant difference and the continuing existence of discrimination in our society;
- talk with one another in a spirit of openness and thoughtful exploration.”

To attain these goals, the Diversity Task Force has identified the core components of multicultural / cultural competency needed to eventually achieve each stage to become Stage 6: A Multicultural Organization. **Multicultural/Cultural competency** is a set of **awareness, knowledge, and skills** for working effectively across cultures in a way that acknowledges and appreciates people from culturally distinct groups.

Knowledge: Competencies in the knowledge domain involve the acquisition of factual information about different cultural groups.

Awareness: Awareness domain competency involves recognition of one’s own biases as well as awareness of the sociopolitical issues that confront culturally different communities (i.e. power, privilege, etc.)

Skills: competencies in the skills domain involve integrating competencies in the previous awareness and knowledge domains in an effort to positively impact culturally distinct communities

Goals to Enter Stage 4: The Affirming Organization - In order to move beyond our current developmental stage and to cement our status as a nondiscrimination campus, the following knowledge, awareness and skills for building a diverse Presbyterian College community must be developed:

Knowledge

1. The patterns of socialization and common life experiences of members of various privileged and marginalized groups across different cultures.
2. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disability status, national origin, culture, ethnicity, class background, etc.
3. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance).

Awareness

1. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.
2. Group memberships where you are in marginalized groups; and examples of how you and others get seen and treated as a member of these groups.

3. Group memberships where you are in privileged groups; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups.
4. Your level of multicultural competence - strengths as well as areas needing improvement.

Skills

1. Consistently treat everyone with respect, fairness, and dignity.
2. Communicate your commitment to the vision and values of the campus, division and unit with respect to diversity, equity and inclusion.
3. Communicate effectively across differences and with members of a diverse team.
4. Design and implement culturally relevant curricula, programs, workshops and services.
5. Provide effective supervision and advising within and across differences
6. Recognize the unintended impact of curricula, comments, actions, media / publications, programs, politics, etc., across and within group membership
7. Effectively coach and train faculty, students and staff to deepen and broaden their multicultural competencies.

Goals for Moving to Stage 5: The Redefining Organization - In order to move the campus to be proactively inclusive and actively working to create an environment that “values and capitalizes on diversity” as well as engaging and empowering all members to enhance the growth and success of the campus, the following knowledge, awareness and skills for building a diverse Presbyterian College community must be developed:

Knowledge

1. Knowledge of the history of various forms of oppression
2. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all faculty, students and staff
3. Ways to effectively facilitate change and create greater inclusion at the individual, interpersonal, departmental and organizational levels
4. Common daily experiences, micro-aggressions and exclusionary actions / comments that members of various marginalized groups experience on campus and in society

Awareness

1. The biases, prejudices and stereotypes you still carry from socialization experiences about various privileged and marginalized groups.
2. How your beliefs about what is “effective” or “professional” may have been influenced by your socialization and life experiences in your multiple privileged and marginalized groups
3. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships.
4. Your common triggers / hot buttons and how you may react unproductively during difficult situations and triggering events

Skills

1. Facilitate effective discussions and authentic dialogue among members of a diverse team.
2. Recognize and effectively respond to exclusionary comments, actions, practices and policies.
3. Engage in productive dialogue about dynamics of inclusion and exclusion within and across group membership.
4. Create an inclusive work environment across the breadth of differences that promotes the success of all students, faculty and staff.
5. Develop, implement and continually improve programs, services, practices, procedures, pedagogies and policies that meet the needs of the increasingly diverse faculty, student and staff populations
6. Navigate conflict and misunderstanding on a diverse team, within and across differences.
7. Effectively navigate strong emotions and triggering events (when you and/or others feel triggered).
8. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.

Goals for Moving to Stage 6: The Multicultural Organization – In order to move to a college community whose mission, values, operations and services serve to reflect the contributions and interests of diverse groups and whose leaders and members act on the College's commitment to eradicate all forms of oppression and to create a multicultural organization on campus and in the broader community, the following knowledge, awareness and skills must be developed:

Knowledge

1. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students, staff and faculty.
2. Ways to design and offer programs and services that support students, faculty and staff who experience the campus through the intersections of their multiple group identities.
3. Current theories and models of Social Identity Development for several categories of diversity.

Awareness

1. How you have been impacted by both internalized dominance and internalized oppression.
2. The interpersonal roots of your common triggers that fuel unproductive reactions.
3. How personal common triggers/hot buttons evolve within interpersonal interactions

Skills

1. Notice group dynamics with an Inclusion Lens (patterns by group membership).
2. Recognize when your biases and assumptions have influenced your actions in the moment.

3. Interrupt and reframe your biases and assumptions about various privileged and marginalized groups in the moment.
4. Develop effective partnerships with staff and faculty across the campus and within the division to continually improve services, practices, and programs to meet the needs of the full breadth of students, faculty and staff on campus.

Part V- Organizational Strategies for building a more diverse PC community Strategies are the tangible ways in which goals and objectives will be achieved. The Diversity Task Force strongly recommends that the College pursue each of the following strategies.

Strategies to Enter Stage 4: The Affirming Organization - In order to achieve the level of knowledge, awareness and skills identified above to become an Affirming Organization, the following strategies are strongly recommended:

A. Staffing

- Hire a Chief Diversity Officer (CDO) at the senior administrative level who will serve on the President's Leadership Team. Reporting directly to the President, this individual will promote an institutional culture that supports and promotes diversity at the College of Arts & Sciences, the School of Pharmacy and the Physician Assistant Program. The Task Force recommends that the college consider realigning the reporting structure of the Assistant Director of Multicultural Programs position, which primarily deals with student affairs and involvement, to report in some capacity to the Chief Diversity Officer and that a part-time administrative assistant be provided to the Diversity Office to aid with administrative tasks.
- The Task Force recommends adding an administrative position that focuses only on Title IX. We also suggest that this position be staffed by an attorney (following the Furman/Wofford model of sharing a Title IX position).
- Communicate to all Search Committees for all incoming positions the institutional norms of diversity and multicultural competency in hiring.

B. Education

- Require diversity & multicultural competency training for all current faculty, administrators and staff in upcoming Fall 2016 retreats (NOTE: This should be implemented as a part of a General Orientation session for all incoming faculty, administrators and staff in Fall 2017).
- Require all incoming students to participate in diversity & multicultural competency training during New Student Orientation (or Welcome Week).
- Require all current Residence Advisors (RAs) and Residence Directors (RDs) to participate in diversity & multicultural competency training.
- Implement leader and manager training on how to proactively create inclusive recruiting, hiring, and onboarding systems that increase capacity to attract and hire an increasingly diverse and culturally competent faculty and staff that both reflect

the diversity among students and demonstrate the capacity to create inclusive practices and organizations.

- Incorporate a common reading or common speaker in the First-Year Experience seminar with the intentional creation of small group conversations within each class. (NOTE: Current plans are in place to select an appropriate speaker and related short readings on diversity issues for the First-year Experience seminars in Fall 2016).
- Incorporate a common reading across the College of Arts & Sciences, the School of Pharmacy and the Physician Assistant Program with the intentional creation of small group conversations that include, in each group, students, staff, administrators and faculty (and, if possible, available Board of Trustees members). One suggestion for the common reading is *Why Are All the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum.
- Develop a Film Series or Speaker Series related to diversity / multicultural issues with the intentional creation of small group dialogue.

C. Recruitment / Admissions

- In addition to the standard Common Application essays, require students applying to the College of Arts & Sciences to submit an additional essay to reflect on the importance of diversity, one's multicultural experiences, and/or one's potential contribution to the diversity of the student body of the College.
- Expand outreach and recruitment with various faith communities that reflect diverse populations (e.g., AME churches, Catholic churches in predominantly Latino communities, synagogues, mosques, etc.)
- Automatically include all students with top scores as candidates for the Griffith Scholarship to ensure greater diversity in the candidate pool and ensure that information regarding the Griffith Scholarship is disseminated to students who represent diverse populations.
- Recommend that the School of Pharmacy and new Physician Assistant Program develop a strategic plan for ensuring continued diversity among students, faculty and staff.
- Examine the feasibility to add a translation feature to the website for key international languages. (e.g., French, Spanish, Chinese, Japanese and Korean.)

D. Policies

- Pass an Anti-Bullying Statement to communicate to the College and broader community the commitment of the College to a diverse and multicultural campus community. (NOTE: This was passed by the College of Arts and Sciences and School of Pharmacy and approved by the Board of Trustees in 2016.)
- Create a Task Force to examine the Faculty and Staff Handbooks for the College of Arts & Sciences, School of Pharmacy, Physician Assistant Program, the Blue Book and Garnet Book (for students) and all other existing College policies to identify and resolve any policies or language that actively discriminate against groups or any language that omits groups.

- Market the new Bias Reporting form for all on campus to report (anonymously) any act of bias or discrimination on campus. The Bias Reporting form will be supervised by CDO.

E. Assessment

- The Task Force recommends that the CDO design, implement and supervise a comprehensive assessment strategy and the development of benchmarks to evaluate the success of these goals.
- Continue to assess students' multicultural competency through Assessment Day.
- Develop and distribute a Multicultural Climate Survey for all staff, administrators and faculty to evaluate current attitudes toward diversity and to identify areas of strength and weakness.
- Begin to collect, analyze and compare data on diversity in recruitment, hiring, retention, promotions, etc.

F. Retention / Success

- Continue to conduct Exit Interviews for all students, staff, faculty and administrators who choose to leave the Presbyterian College community, and add more specific questions related to diversity / multicultural issues as well as to broader reasons that these individuals have chosen to leave the college.
- Offer at least one First-year Experience course that is designed for incoming 1st generation college students.
- Provide a Mentoring Network to all current and new staff, administrators and faculty. This mentoring network will attempt to pair incoming staff, administration and faculty with a mentor from a similar background or identity. The Mentoring Networks will be administered by the Provost Office for faculty, HR for administrative positions, the Dean for the School of Pharmacy and the Director for the Physician Assistant Program.
- Expand the current "Buddy Program" that pairs undergraduate international students with PC students to include staff / administrators and faculty.
- Develop accommodations for students of diverse religious backgrounds and other cultural needs. (e.g., prayer spaces, dietary needs, travel to religious communities, etc.)

G. Other

- The CDO will coordinate the continued review of all marketing and communications with students, employees, parents and alumni to ensure that diverse groups are represented (e.g., alumni events, photos on the website, billboards, etc.)
- The CDO will coordinate refining and reorganizing existing diversity structures to provide a more coordinated effort to promote and support a more diverse community (MACC, MSU, Diversity Council, Spectrum, etc.)
- The CDO will work in conjunction with the Alumni Office to maintain and enhance connections with minority graduates including Alumni Spotlights and campus invitations.

- Review and implement changes as necessary the accessibility of campus facilities for those with different physical abilities including adequate housing, access to campus buildings and social events.

Strategies to Enter Stage 5: The Redefining Organization - In order to achieve the level of knowledge, awareness and skills identified above to become a Redefining Organization, the following strategies are strongly recommended in conjunction with the Comprehensive Strategy developed by the CDO:

A. Staffing

- Currently, all faculty position applicants are required to submit, in writing, their statement in support for the mission of the College and in particular its church-relatedness. We recommend this statement be expanded so that it includes “support for the mission of the College, particularly as a church-related institution that values diversity and cultural competency.” Further, we recommend that applications for all employees include a statement of support for the multicultural objectives of the College.
- Develop a group of internal trainers or “coaches” among current faculty, staff, administrators and students who can facilitate diversity awareness and skill sessions on campus.
- Train all staff, faculty and administrators how to integrate equity and inclusion into their day-to-day activities.
- Create and staff an Office of Student Accessibility Services to aid in the accommodations for students with physical and learning challenges. It is recommended that the coordinator or director of the Office of Student Accessibility Services be a full-time position.

B. Education

- Develop a mandatory Orientation session for all incoming staff, administrators and faculty in which cultural competency training is integrated (as well as a general orientation to the college).
- Provide education and training for faculty on ways to effectively engage students in civil discourse in the classroom and other large-group settings, perhaps in a Teaching Excellence Workshop or as a part of a Faculty Retreat.
- Train facilitators to implement an Intergroup Dialogue Program for students, staff, and faculty (modeled after the Bluefish conversations).
- Offer workshops to leaders, faculty, and staff (required where possible) to deepen capacity to shift current practices to support the retention and success of the full range of student, staff and faculty on campus.
- Create an interdisciplinary minor in Social Justice or Multicultural Studies or other minors that focus on equity and inclusion in the College of Arts & Sciences
- Develop a 2nd Year Experience course (in line with the new QEP of “Life After PC”) to focus on civil discourse skills and multicultural competency in preparation for success in their vocation and careers in the College of Arts & Sciences

- Reinststate a revised cultural events program (expanded from the Film or Speaker Series in Stage 4) that creates events to raise knowledge / awareness about different cultures
- Revise the current General Education curriculum to separate the intercultural and internship experience requirements (i.e., all students would be required to engage in an intercultural experience as well as a one-credit internship).

C. Recruitment / Admissions

- Provide additional training to Admissions / Recruitment officers and staff to maximize outreach to students from diverse populations and to encourage their application.
- Develop Admissions and marketing materials in Spanish and /or host an Admissions Open House for Spanish-speaking prospective students
- Implement a translation feature on the website for key international languages. (e.g., French, Spanish, Chinese, Japanese and Korean.)

D. Policies

- Through the office of the CDO, examine and revise practices and structures to include the goals of inclusion and cultural competencies expected of administrators, faculty and staff (i.e., job descriptions, department / program mission statements, decision-making processes, performance evaluations, reward structures, career development processes, etc.)
- Through the office of the CDO, evaluate the effectiveness of the follow-through on all complaints of bias, prejudice or discrimination on campus as well as the enforcement of all current policies.
- Develop and implement residence hall and public space policies related to accommodations for transgender students.

E. Assessment

- Continue to collect, analyze and compare data on diversity in the campus environment, recruitment, hiring, retention, promotions, etc. This should be reviewed by the Leadership Team, in conjunction with the Chief Diversity Office, annually and should be widely and promptly communicated to the campus community.
- Develop and conduct mandatory Cultural Audits for individual departments and programs (both academic and non-academic). These audits should have the aim of identifying areas of strength and improvement of cultural sensitivity and can be conducted as a part of the regular Assessment process. These Cultural Audits should be followed by feedback sessions with the Chief Diversity Officer to aid in addressing any issues raised by the Audit.

F. Retention / Success

- Create a “Reverse Mentoring” Program in which staff, faculty and administrators are paired with a mentor from a different background or identity.

- Continue to offer a variety of activities and campus events that promote diversity / multicultural / intercultural competency (i.e., International Food Day, speakers, dances, etc.)

G. Other

- Widely communicate the new norms of the Inclusive Organization to all prospective and current students, parents, alumni, employees, Board of Trustee members and other stakeholders in the organization.
- Actively recruit members for the Board of Trustees that represent diverse populations.

Strategies to Enter Stage 6: The Multicultural Organization - In order to achieve the level of knowledge, awareness and skills identified above to become a Multicultural Organization, the following strategies are strongly recommended in conjunction with the Comprehensive Strategy developed by the CDO:

A. Staffing

- Create an Office of Multiculturalism and Diversity led by the CDO and hire positions as needed to ensure its success
- Refer to the Comprehensive Strategy developed by the CDO

B. Education

- Provide regular opportunities for faculty, staff and students (required when possible) to deepen their knowledge, awareness and skills for promoting and strengthening a diverse community.
- Designate one day during the year as a campus-wide “Teach-In” where there are a variety of methods around a central topic provided large and small group opportunities to grow in knowledge, awareness and skills.
- Regularly hold Intentional Conversations that dismantle the culture of fear generated in this country one conversation at a time. These would be led by and within each department from their own perspective.
- Develop and implement funding for the expansion of the Maymester and Study Abroad programs in order to encourage cross-cultural experiences.
- Refer to the Comprehensive Strategy developed by the CDO

C. Recruitment / Admissions

- Continue to influence all recruiting efforts of leaders, managers and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents.
- Refer to the Comprehensive Strategy developed by the CDO

D. Policies

- Implement an annual review, analysis and revision of all policies, practices and procedures to eliminate an unintended differential impact and exclusion.

- Evaluate the effectiveness of the follow-through on all complaints of bias, prejudice or discrimination on campus on an annual basis.
- Refer to the Comprehensive Strategy developed by the CDO

E. Assessment

- Conduct Cultural Audits for each department and program annually.
- Incorporate assessment of the teaching of cultural competencies in course evaluations.
- Refer to the Comprehensive Strategy developed by the CDO

F. Retention / Success

- Expand the International Student and Scholars Buddy System into the broader Laurens Country community and provide the necessary training and orientation to support the program.
- Refer to the Comprehensive Strategy developed by the CDO

G. Other

- Initiate efforts to partner with community leaders to maximize equity and inclusion in the broader Laurens County community.
- Initiate efforts with regional college and universities to share best practices
- Develop a plan that would allow all students to participate in Maymester and Study Abroad experiences.
- Refer to the Comprehensive Strategy developed by the CDO.

Part VI – Proposed Priority Implementation and Timeline

The Task Force recommends the following:

- Stage 4 The College should begin to implement as many of the recommended strategies for Stage 4 as quickly as possible. In particular, necessary efforts to hire a Chief Diversity Officer (CDO) should be made to ensure that that position is filled no later than Fall 2017 and that a strategic plan for entering Stage 5 be developed by December 2017.
- Stage 5 To be achieved by Spring 2019, specifics to be determined by the CDO
- Stage 6 To be achieved by Spring 2020, specifics to be determined by the CDO

Bibliography & Appendices Available Upon Request

**Item #5:
Progress Report on the Creation of a Diversity Action Plan at PC,
Presented to the Board of Trustees (August 2019)**

2018-2019 Progress Report on the Creation of the
**Presbyterian College
Diversity Action Plan**

Presented to the Board of Trustees
August 6, 2019



Director of Diversity and
Inclusion Advisory Council
(DIAC)
Booker Ingram

Chair of the DIAC Diversity
Action Plan Subcommittee
Kate Anderson

Members of DIAC
Serge Afeli
Sarah Burns
Jacqueline Chiari
Kendall Givens-Little
Viet Ha
William Harris
Erin McAdams
Dee Nichols
Kirk Nolan
Drew Peterson
Payal Ray

Diversity Action Plan: Purpose and Strategy



Purpose:

- Develop a plan to help PC create, enhance, and maintain an inclusive and nurturing environment
- Part of *The Promise of PC* (directly relates to goals associated with “Assuring Student Success” and “Valuing Our People”)

Strategy:

- Consolidate key needs that have been identified through prior interviews and investigations of diversity concerns among students, faculty, staff, and alumni of PC
- Identify successful models of diversity action plans that address similar concerns at other U.S. colleges and universities
- Create a plan modeled after successful plans elsewhere that caters specifically to the needs, goals, and culture of PC

Diversity Action Plan: Progress from the 2018-2019 AY



Establishment of the Plan's Structure

- Modeled largely after the Diversity Action Plan of Brown University
- Identified 5 key “pillars” around which the plan will center:
 - **Community**
 - **Curriculum**
 - **Data**
 - **Programming**
 - **Resources**

Diversity Action Plan: Progress from the 2018-2019 AY



Key Elements of the Community Pillar

- Increase preventative (rather than reactionary) support of students in minority group(s)
- Increase meaningful partnerships with local community
 - May involve establishment of a “third space” where the PC community and Clinton residents can gather and spend time together
 - Role of new Assistant Director of Service and Multicultural Programs may allow for additional partnerships with a variety of local churches, including AME churches in Clinton
- Establish pipelines for students from various minority groups to arrive at PC
 - May involve previously-established programs, such as CHAMPS

Diversity Action Plan: Progress from the 2018-2019 AY



Key Elements of the Curriculum Pillar

- Altered Religion requirements for General Education curriculum
 - Changed during Spring of 2019
- Partnerships with HBCUs and other diverse schools
 - Semester-long "student-swaps," similar in nature to study-abroad
- Increasing opportunities for intercultural experiences
 - Aim of increasing cultural competency, as supported by Compass
- Increasing offering of interdisciplinary courses
 - Aim to seek feedback from faculty to understand desired nature and structure of such courses
 - May build on structure from previous I2I classes

Diversity Action Plan: Goals for the 2019-2020 AY



- Identify key elements of the remaining three pillars (Data, Programming, and Resources)
 - Data pillar will be contributed to by other DIAC subcommittee, focusing on the Campus Climate Survey
- Write full plan for at least two of the pillars, and present to the faculty and staff for feedback
- Present at least one revised pillar of the plan to the administration and Board of Trustees (following the incorporation of feedback from faculty and staff)

Item #6:
Policy Recommendations Offered by the African American Alumni Group (Spring 2018)

The Office of Diversity and Inclusion Report
The Prioritization of Sixty Policy Recommendations
Offered by African American Alumni at January 20, 2018 Meeting at PC

(Compiled by President Bob Staton, VP for Enrollment Suzanne Petrusch, AD Danny Sterling and
Director of Diversity and Inclusion Booker Ingram)

Recruitment of African American and Minority Students---Areas of Focus

- **Recruitment**
 - Hire an African American Alumni counselor to start summer 2018.
 - Develop a proposal on the cost to start and operate a track and field program.
 - Identify the top feeder schools for diverse students
 - Develop and communicate our story for recruiting minority students
 - Engage and equip alumni to recruit students in their communities by letting others know they went to PC, volunteering for outreach by phone and email, and visiting as alumni representative college fairs, schools, and churches
- **Resources**
 - Include in the campaign to support *The Promise of PC* a component to raise funds to support aid for minority students
 - Seek grants and other sources for funding to provide financial aid to minority students
 - Continue to offer and promote the *PC Promise* scholarship
- **Success**
 - Share our demographics and promote our retention and graduation rates
 - Assuring student success portion of our strategic plan, through the Quality Enhancement Plan (QEP) and programs for first generation students, focuses on providing additional support and guidance to students as they enter PC, progress through PC to graduation and enter the work force
 - Build a more developmental advising system with the Dean of Academic Programs for first generation students and students from under-represented groups: this approach is compatible with the QEP in that it focuses on exploring life and career goals hand-in-hand with program and course choice and scheduling. By enhancing advising so students get in the right classes, based on their interest and readiness, early in their career so they can adapt and get their feet on the ground. Work to recruit new faculty advisors who are adept at developmental advising. Through better scheduling and advising lower the number of students who lose the SC lottery scholarship from 1st year to 2nd year.
 - Administer the Campus Climate Survey through the Office of Diversity and Inclusion during the fourth full week of March and beginning Sunday, March 25. This will allow us to look specifically at each individual student and learn how they are experiencing life at PC. It is anticipated that the analysis of the survey's data as well its findings will be completed by May 1 and will be shared. Using this information, next fall we will begin to provide sensitivity training for faculty, as well as implement programs in an effort to develop cultural competency in faculty, staff and administrators so as to identify and eliminate any implicit bias or any form of bias that might be directed towards minorities and athletes.

Item #7:
Petition by PC's Multicultural Student Union (June 2020)

To the Presbyterian College Community:

The mission of the Multicultural Student Union is to give a safe space to people of all different backgrounds. MSU provides minorities on campus a sense of home and belonging. Part of our mission as members of the Presbyterian College community is to give a voice to those who feel as if they do not have one. We can no longer tolerate the suppression of our voices as a multicultural community. Many students on campus feel as if the atrocities committed by the members of Kappa Alpha Order have gone unchecked and, in some forms, acquitted. Although we have seen and been a part of the educational approach led by Dr. Ingram, we still feel as if these various breaches have been consistently performed by members of the Kappa Alpha Order. Since the advent of this bid-day incident, there have been few, if any, sincere actions taken to help the climate on campus. While our perspectives have been heard, it would appear that they have not been taken with any serious weight. Many students have lost faith that the college's current pedagogical approach will yield any meaningful solution. Through this process, we want to, "***respect the dignity of all people,***" as outlined by President Staton in his statement to the PC community on January 28, 2020.

There have been several instances where the Kappa Alpha Order has failed to enforce its own diversity action plan. Kappa Alpha Order has failed to request to convene twice a month with any leaders of Multicultural Student Communities, Kappa Alpha Order failed to even ask the executive officers of MSU if they desired to be named in a diversity action plan created by the organization, and the fraternity held a party before the end of 2019 when campus had been told that they were under suspension. The bid-day incident was traumatic. Many students have expressed that if they were aware of the campus climate coming in, they would not have chosen to attend Presbyterian College. As a direct result of the poor treatment of minorities, many students have left Presbyterian College. The student response to the statistics of the campus climate survey has aptly demonstrated that many students feel distressed and traumatized.

Furthermore, there have been a multitude of other incidents that have made us as students feel very uneasy on this campus. For example, last school year during the 2019 spring semester public bathroom stalls were vandalized. The doors of the bathroom stalls said "black, white, and other". This vandalism caused many students to fear using public bathrooms in addition to making them feel uncomfortable on campus. Another example would be that in February of 2016, a black baby doll was hung by a noose near the pond on campus. This caused many students to leave Presbyterian College. While there have been instances where other organizations have recognized a flaw in their own traditions of racial biases, the members of the Kappa Alpha Order have been notoriously slow to respond to their own instances of bias. A primary example of this would be the incident regarding the implicitly racist mural located in the Pi Kappa Alpha bathroom. Once the matter was introduced at a meeting for the Multicultural Student Union, members of Pi Kappa Alpha, of their own volition, sought to personally apologize and remove the mural in its entirety. So the question becomes: to what end? When will these racist events stop? When will the campus climate feel welcoming to all? Letting all of these incidents be swept under the rug is saying that our feelings and voices do not matter. We want to continue to engage in meaningful change, we feel that in order for that to happen, moving forward, the following actions must be taken seriously:

- 1) Removal of any racially loaded paraphernalia (implicit or explicit in nature) in all fraternity housing, which includes but is not limited to the Robert E. Lee bust in the Kappa Alpha Order house.
- 2) Removal of any racially motivated dinners, parties, or events from fraternity and sorority life (such as Robert E. Lee Birthday Parties, "Old South" parties/events, etc.)
- 3) Registered Student Organizations are required to have a faculty advisor. In the event that they do not have a faculty advisor, they will relinquish their right to be an RSO. Giving each fraternity and

sorority a faculty advisor that approves their events will provide *closer* supervision of fraternity and sorority activities.

- 4) Greater transparency and communication from the leadership staff and faculty.
- 5) A zero-tolerance policy of harassment of any kind, discrimination, bullying, and dishonesty. This zero-tolerance policy will lead to a 1-4 year suspension from Presbyterian College for organizations & students who violate the policy.

When we refer to the zero-tolerance action plan, we are hoping that in the future if anything like this takes place again, with any student on campus, there will be absolutely no tolerance. We would like to set a precedent for future incidents. Any and all harassment of any kind, discrimination, bullying, and dishonesty will result in a 1 to 4-year suspension. We will no longer tolerate issues like these. Through this process, any student that violates these conditions will be suspended from one to four years. We feel the Discrimination & Harassment clause in the Presbyterian College Garnet Book, which states, “*Discriminating or engaging in harassment with respect to any member of the College community on the basis of legally protected characteristics, including race, national origin, religion, creed, ancestry, citizenship, age, gender, sexual orientation, physical or mental disability, genetic information, or past or present service in the military*”, is not conducive to establishing a welcoming atmosphere for all students on campus. We are concerned that the current implications of this clause appear ineffective and vague in reference to not only registered student organizations but also for the consequences of violating this clause.

In addition, we are calling for more transparency from the leadership and staff. As members of the Presbyterian College community, we feel it is our right to know what is taking place with affairs that involve the entire student body. For example, we are unaware of the steps Kappa Alpha Order has taken. We are aware of what the fraternity said they would do, but we are also aware that they have not followed through with several steps on their diversity action plan. We ask that the leadership staff and faculty be more inclusive in their decision making processes and the outcome of those decisions. Following, it has been brought to light that some fraternities and sororities do not have faculty advisors anymore. We feel that this is an important aspect of organizational life because there needs to be someone who approves the party ideas for all Greek Life. For example, Kappa Alpha Order had a Christmas party themed “Christmas in Dixie” This event not only violated their suspension but also made other students on campus feel fearful and hopeless. If a faculty advisor is involved, we are hopeful that they will not approve event themes that the fraternities and sororities propose that can be harmful and oppressive to all groups of people.

The purpose of this petition is to lay the groundwork for future students. It is incredibly important to give those with minority identities a voice on this campus. We desire to reinstate hope among students at Presbyterian College in the leadership staff. The purpose is to also change the culture at Presbyterian College in hopes that it can change the campus climate. We are extremely concerned that if these requests are not taken seriously, Presbyterian College will have a difficult time retaining minority students here on campus and recruiting future students.

Sincerely,

Concerned Members of the Multicultural Student Union

Item #8:
Anonymous Example of "Casual Bigotry" on PC's Campus

Date: Thu, Jun 4, 2020 at 1:41 PM

Subject: Racism at PC as viewed by a white female

To whom it may concern,

I attended Presbyterian College from Fall of 2008 through December of 2010. In my time at PC racism was both blatant and subtle in its presence on campus. As a white female born and raised in the South, I want to first and foremost make it clear that how I felt or interpreted these events is not the priority in any way shape or form. I do still feel that I must share these instances in support of my brothers and sisters of color. The trauma and harm they experienced is real and lasting. It must not only no longer be ignored but also actively addressed and prevented.

One instance that stands out beyond anything else is an event from just a month or so into my freshman year, fall of 2008. A group of 10-12 girls from Smyth gathered together at Old Bailey stadium at the request of a fellow dorm mate, I should clarify that everyone involved in this story is white. She was new to the South having grown up in Rhode Island and was also a member of the lacrosse team. She had overhead upperclass women teammates complaining and referring to black people and teammates as the N-Word. The girl had gathered us to ask if this was normal or acceptable, dealing with blatant racism was not something she was accustomed to. She specifically asked if using the N-Word was acceptable. We all stood there in semi-shocked silence for a minute. And then one girl spoke up, I know exactly who this person was and her name, but will leave it out for the time being. The girl proceeded to explain that an educated black person was not the N-Word but an uneducated black person was. Thus it was okay to use the N-Word in those situations. She explained this in the same way you'd explain snappy casual or other aspects of PC culture, without question. The group dispersed shortly after. A few of us hung back, myself, the girl that had asked about the use of the N-Word, and 2 or so other girls. We then explained that the N-Word was unacceptable in any context in any use. My regret is that I waited until it felt like I was in safe company to make these statements. My silence in this situation until I felt safe is absolutely a perfect example of white silence = violence. To be clear, the majority of the group gathered agreed with it being okay to use the N-Word by saying so or did nothing to contradict this belief.

Another instance was Greek week, I believe in sophomore year. All the Greek organizations put on some sort of short comedy sketch or dance. It was held in the Springs Gym with essentially just Greek members as the audience. Pi Kappa Alpha decided to do a comedy sketch about the stereotypes of the Fraternity Court Houses in the "Horse Shoe" (fraternity court is laid out in the shape of a horse shoe, to clarify). The sketch involved Pike brothers portraying "potential new members" visiting the different houses/fraternities. They would "knock" on the door and a stereotype of each fraternity would "answer" the door and introduce themselves. It was slightly awkward but overall harmless until they got to the KA House. One of the guys knocking on the door had on blackface. He was greeted by the "KA Member" saying "we don't allow your kind." I sat shocked in silence for a few seconds waiting for someone to shout in outrage or protest. The silence was deafening. Pike was even allowed to finish their comedy sketch. Which is a whole other level of unacceptable. I know they were given some basic punishment and had to write a public letter of apology. The biggest thing is they came in with their faces painted almost entirely black, it was done in a style similar to what was common for Pike to wear for Boys Accept Day, think rock star Kiss face paint (I've included photos from 2009 accept day for reference), I believe this is no longer common practice. There should have been oversight and swift action taken immediately in the moment to end the comedy sketch and make it clear beyond a doubt how serious these actions were.

I've heard multiple accounts regarding microaggressions experienced out at Fraternity court. Specifically the use of playing certain music and turning on the lights to get POC to leave houses and feel unwelcome. In my time at PC from 18-20 years of age, I had no idea what a microaggression was, let alone heard of the term. I can however with 100% certainty confirm these actions were done with that exact purpose and intention in mind. ALL of the houses did this with common practice, some more than others but all were and I assume still are guilty of this offense.

In fall of 2008, Tri Sigma was the only sorority on campus with an active POC member. That alone speaks volumes, as almost 200 women would have been active PC sorority members at the time. I know this has improved slightly but it is simply not enough.

RSO's were asked to donate items for a silent auction on parents' weekend held during the football game. Kappa Alpha Order donated a framed portrait of Robert E. Lee

Lastly, for Boys Accept Day Fall of 2009. Kappa Alpha Order President and Vice President were allowed to wear confederate uniforms at the official school sanctioned event. See included photos. The one of the two boys with cigars on the steps of Neville is especially powerful in the message of complacent racism allowed throughout the years at Presbyterian College and it continues still today. My understanding is this practice ended not because of actions taken by PC but instead because the KA national organization banned the use of Confederate Uniforms and Flags in the Spring of 2010. Article source for reference: https://www.newsadvance.com/news/virginia-based-fraternity-bans-confederate-uniforms/article_b9c87509-69d1-50ab-9a65-01d6684caa00.html

We must do better and it must begin now.

Item #9:
Office of Diversity & Inclusion
Minority Data Report (2018-19)

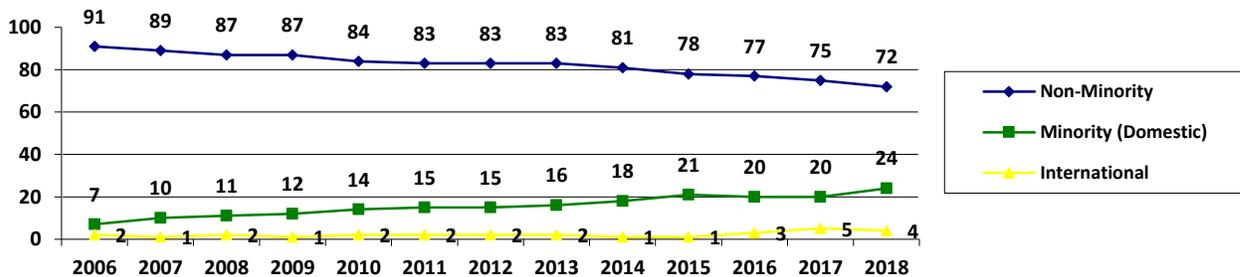
Revised September 2018

The following data was analyzed from data provided by Dr. Norm Bryan, director of institutional research at Presbyterian College, regarding the level of diversity amongst the student body at PC (including graduate and undergraduate students) and how these levels have changed over time. Data for degree-seeking undergraduate students ranges from 2006 through Fall 2018, and data for degree-seeking graduate students ranges from 2010 through Fall 2018.¹ The data also provide a comparison of undergraduate students who are athletes or not as well as a comparison of undergraduate student academic proficiency, as measured by their High School GPA and SAT scores, by race/ethnicity/international and athlete status.

I. OVERALL TRENDS IN RACIAL / ETHNIC & INTERNATIONAL DIVERSITY SINCE 2006²

Since 2006, the proportion of minority students (in terms of race / ethnicity or international status) has increased at both the undergraduate and graduate level. In the College of Arts & Sciences, this proportion has been steadily increasing over time, resulting in 28% of the current (2018-19) student body identifying as a racial / ethnic minority or international student. This proportion is similar at the graduate level. Currently, just under 30% of the current student body in the School of Pharmacy identifies as a minority or international student, though this proportion has been slightly declining since 2014.

Percentage of Minority vs. Non-Minority Students at the Undergraduate Level (2006-2018)



NOTE: Racial/ethnic minorities include any students who are U.S. citizens and who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are reported separately.

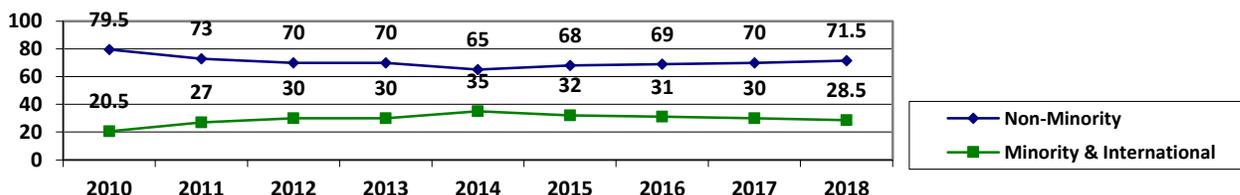
In the current (2018-19) academic year, there are 973 degree-seeking undergraduate students enrolled in the College of Arts and Sciences; of these, 237 (or just over 24%) identify as racial or ethnic minorities, and another 41 (or 4%) are international students. Among PC’s minority students, the largest proportion is comprised of Black/African American students (146, or just over 15% of the total undergraduate enrollment). This proportion is slightly larger compared to previous academic years, in which Black/African American students comprised just over 12% (in 2017-18) or 13% (in 2016-17). In addition, the proportion of Hispanic/Latino/a students has also slightly increased (from 2.8% in 2017-18 to 4% in the current academic year), though the proportion of international students has slightly decreased (from 5% in 2017-18 to 4% this year).

2019 UPDATE: Approximately 25.6% of the undergraduate student body in the 2019-2020 academic year identified as a racial or ethnic minority.

¹ Only degree-seeking students have been included in the analysis. Students who are joint enrollees (on- or off-campus), transient students or other special students (such as senior citizens auditing a class) are not included.

² The statistics presented on the proportion of racial/ethnic minority students may slightly under-estimate the actual proportions of minorities on campus because information about international students’ race/ethnicity is not provided. While some students’ characteristics may be inferred from their nationality, such inferences are not valid. As a result, statistics on racial/ethnic minorities does not include international students nor does it include students who did not report their race / ethnicity to PC.

Percentage of Minority vs. Non-Minority Students at the Graduate Level (PCSP) (2010-2018)



NOTE: Racial/ethnic minorities include any students who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are included with minorities due to their extremely small proportion (typically only 1-2 students per year) at the graduate level.

At the graduate level, there are 250 degree-seeking students enrolled at the School of Pharmacy in the current (2018-19) academic year. Of these, 70 identify as a racial or ethnic minority, and just one is an international student (for a total of 71 students, comprising 28.5% of the total graduate enrollment). As with the undergraduate level, the largest proportion of minorities at the School of Pharmacy identify as Black/African American (15% in the current academic year). As noted above, these proportions are slightly lower in 2018-19 compared with previous years.³

The following provides information about specific racial and ethnic minorities in PC’s student body. For a full comparison of the representation of these racial / ethnic groups at PC with their proportions in the U.S. population or selected states in the South, please see Appendix A of this report.

Black / African Americans

- **The largest gains of minority students at the undergraduate level have been for Black/African Americans, who comprised just over 5% of the student body in 2006 but now comprise 15% of the student body in 2018,** which is the highest percentage of this group that PC has had in the past decade. While this proportion is about the same as for the U.S. population, there remains a considerable disparity compared to the populations of South Carolina (27%), Georgia (32%) or North Carolina (22%) – the three states most represented at PC.
- **From 2006 to 2018, approximately one-third (32%) of all African American undergraduate students at PC have been female.** This is considerably lower than other minority groups at the undergraduate level (e.g., in the current academic year, 82% of all Asian American students are female, and 54% of all Latino/a students are female).
- **This proportion is reversed at the graduate level.** At the School of Pharmacy, approximately 73% of all African American students since 2006 have been female; in the 2018-19 academic year, this has increased to 82%.

Hispanic / Latino/a Americans

- **Latino/a Americans remain grossly under-represented at PC – at both the undergraduate and graduate level.** While the current academic year demonstrates the highest proportion of Latino/a students at the undergraduate level since 2006 (approximately 4% of the student body, which is up from 1% in 2006), this is greatly under-representative of the U.S. population as a whole (18%). **Approximately 54% of the Latino/a undergraduate students and 40% of the Latino/a students at the School of Pharmacy in the current academic year are female.**

³ The data indicate that there is a slightly lower proportion of all racial/ethnic minorities, with the exception of multi-racial students, at the School of Pharmacy compared with previous years. In other words, no racial or ethnic category appears to be decreasing more than others.

Asian American Students

- **Although the proportion of Asian American students at PC's undergraduate level (approx. 1%) is slightly lower than that in the population of South Carolina, it is much lower than that of the U.S. population or other neighboring states.** In contrast, the School of Pharmacy has a higher proportion of Asian American students enrolled on its campus compared to the population of the U.S. or neighboring states.
- At both the graduate and the undergraduate levels, the large majority (approximately 80%) of the Asian American students enrolled at PC are female.

Bi- and Multi-racial Students

- **At approximately 4% of the current student body, the proportion of undergraduate students who identify with two or more races is slightly higher than that of the U.S. population, South Carolina or neighboring states,** though the representation of this group at the graduate level (School of Pharmacy) generally reflects that of the U.S. population. Compared with other racial and ethnic groups, this group's representation on campus has grown largely in the past three years.

International Students

- **The number of degree-seeking international students has also increased at the undergraduate level, particularly in the past three years.** International students who are degree-seeking comprised less than 2% of the student body until 2015 and grew to a peak of 5% last year (2017-18). Although the current academic year demonstrates a short decrease in the number of international degree-seeking students, this appears to follow larger trends occurring nationally.⁴
- **International students are not represented well at the graduate level,** comprising less than 1% of the Pharmacy School student body since 2010.

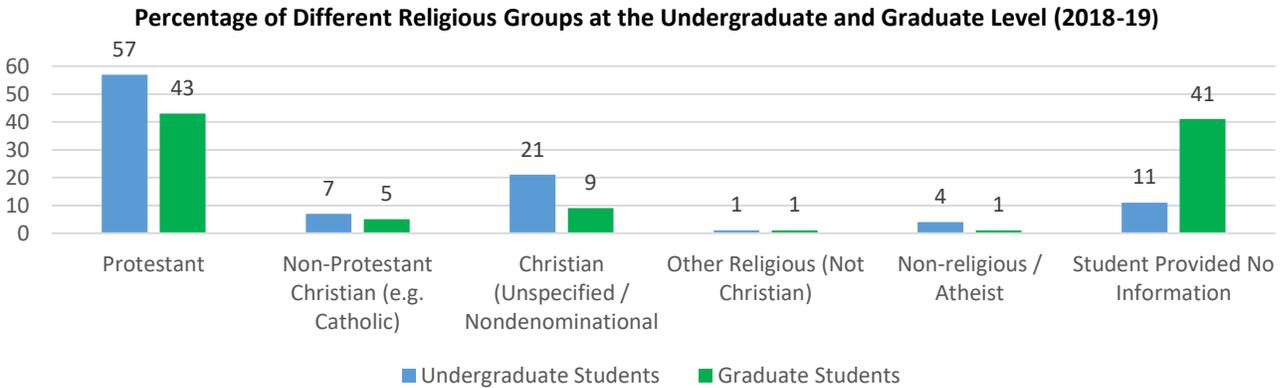
II. RELIGIOUS DIVERSITY

The data for the current academic year (2018-19) also provides information about students' religious affiliation and first-generation status. While many students chose to not report their religious affiliation, particularly at the graduate level, the data does present the opportunity to examine some patterns. Of the 250 graduate students in the data, just 147 (about 58%) provided this information, while 870 (or 89%) of the 973 undergraduate students did the same. As a result, the proportions of different religious groups will be more accurate for undergraduate students because there is less missing data for this group.

As expected given PC's name and religious affiliation, **the vast majority of students who provided their religious affiliation to the College in the current academic year identify as Christian.**⁵ At the undergraduate level, the vast majority of students (85%) indicated that they are Christian. Specifically, 57% of current undergraduates affiliate with a Protestant religion, an additional 21% affiliate with an unspecified or nondenominational Christian church, and 7% affiliate with another (non-Protestant) Christian Church, such as Roman Catholicism or Orthodox Christianity. **Just 1% of undergraduate students indicate that they practice a non-Christian religion (comprised primarily of Hindu or Muslim students), and 4% indicated that they are not religious at all.** Students who chose not to provide information about their religious affiliations comprised 11% of the undergraduate student body in 2018-19.

⁴ See, for example: National Foundation for America. 2018. "Declining International Student Enrollment at U.S. Universities and its Potential Impact." NFAP Policy Brief. <https://nfap.com/wp-content/uploads/2018/02/Decline-in-International-Student-Enrollment.NFAP-Policy-Brief.February-2018-2.pdf>

⁵ However, just under 13% of undergraduate students reported being Presbyterian.



Similar patterns emerge for graduate students, though a much larger proportion (41%) chose to not provide information to the college regarding their religious affiliations, indicating that they may not be comfortable doing so. A majority (57%) of undergraduate students identify as Christian (with 43% identifying as Protestant, 9% identifying as an unspecified or non-denominational Christian, and 5% identifying as a non-Protestant Christian, such as Catholic or Orthodox).⁶ Just 1% reported being of a non-Christian religion or being non-religious, respectively.

III. DIVERSITY IN THE 2018 INCOMING CLASS

The Fall 2018 incoming class is comprised of 338 students -- 310 who are first-time (non-transfer) matriculating students and 28 who are transfer students. **More than one-third (35%) of the 2018 incoming class identifies as a racial or ethnic minority, which is substantially higher than the proportion of minorities in the previous (Fall 2017) incoming class, in which 21% identified as a racial or ethnic minority.**

In the 2018 incoming class, there are 75 Black/African American students, 21 Hispanic/Latino/a students, 13 who are Bi- or Multi-racial and 7 who are Asian. An additional 2% of the 2018 incoming class are international, degree-seeking students.⁷ **Compared with the 2017 incoming class, this class demonstrates considerable increases in the number of Black/African American and Hispanic/Latino/a students, a slight increase in the number of Asian students, and a considerable decrease in the proportion of degree-seeking international students.**⁸

A slight majority of the 2018 incoming class is comprised of males (52%), and just over half (51%) are student-athletes. While the vast majority identify as Christian (94%), nearly 9% of those Christians are non-Protestant, and nearly 5% of the 2018 incoming class identify as being not religious at all. Just under 1% identify as being religious of a non-Christian tradition (i.e., Muslim and Hindu).

Among the 310 first-year (non-transfer) students who comprise the 2018 incoming class, just 31 (or 10%) are First Generation, defined as having no parents with any college experience.⁹ The majority (65%) of these First

⁶ Just 4% of graduate students reported being Presbyterian.

⁷ International students in the 2018 incoming class represent Canada, China, Cyprus, France, Germany, Mexico, Northern Ireland, Norway, and the United Kingdom.

⁸ In fact, compared with 2017, the number of Black/African American students in the 2018 incoming class represents a 108% increase, and the number of Hispanic/Latino/a students represents a 200% increase over 2017. These figures may differ slightly from other College estimates due to differences in the figures from 2017.

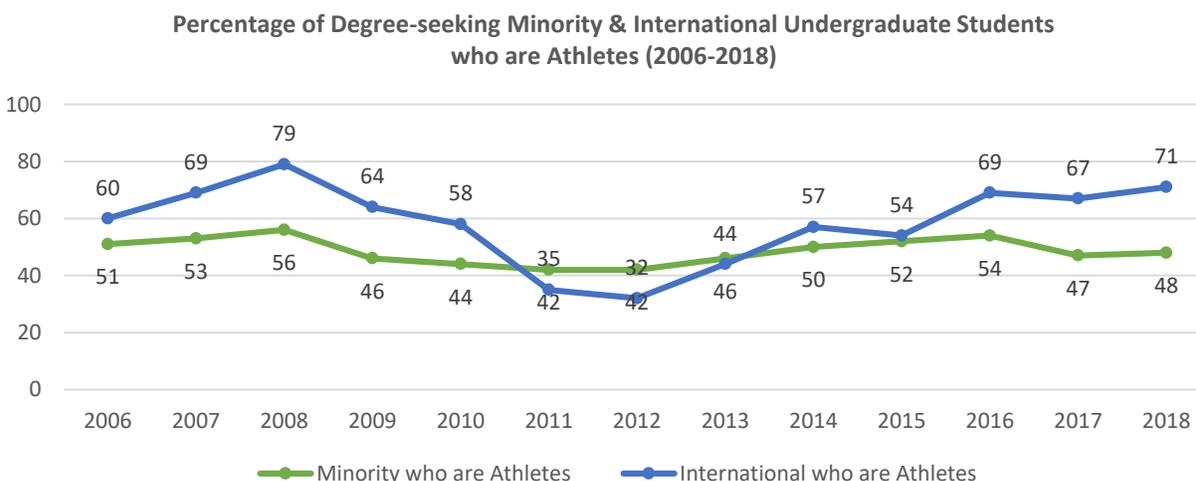
⁹ This figure differs significantly from other College estimates. For example, the First Scholar Initiative estimates that as high as 36% of the 2018 incoming class are “first generation.” The difference in estimates is due to differences in the criteria used to define “First Generation.” The definition used by the Campus Life Division is any student with a parent(s) or guardian(s) who did not graduate from a four-year college or university in the U.S., while

Generation students are **white** (compared to 62% of their non-First Generation counterparts), while 29% identify as Black/African American (compared to 23% of their non-First Generation counterparts). About 52% of these First Generation students are **female** (compared to 49% of their counterparts), and a majority (50%) are **non-athletes** (compared to just 32% who are student-athletes).¹⁰

A statistical analysis of the average High School GPA and SAT scores of First Generation students and their counterparts indicates that, on average, **there are no statistically significant differences between first-year students who are First Generation and those who are not in terms of their GPA scores. However, there are statistically significant differences between First Generation students and their counterparts in terms of their SAT scores ($p < .05$).** First Generation students score, on average, lower on the SAT than first-year students who are not First Generation.

IV. A COMPARISON OF UNDERGRADUATE MINORITY STUDENTS' ATHLETE STATUS

Since 2006, **48.5% of all degree-seeking racial and ethnic minorities at PC have participated in varsity athletics**; thus, a slight majority (nearly 52%) of all minority students since 2006 have not been student-athletes. This is an average figure that combines all data from 2006 through 2018, though this figure does not change substantially when examining each academic term separately. In the current academic year, 48% of minority students are student-athletes, compared to 32% of their white (non-international) counterparts and 71% of international students.



NOTE: Racial/ethnic minorities include any students who are U.S. citizens and who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are reported separately as percentages, though the total number of degree-seeking international students is quite low per academic year (less than 50).

The proportion of students who participate in athletics also differs substantially by both race / ethnicity and sex. While 42% of all male students at PC have participated in athletics since 2006, less than one-fourth (24%) of all female students have. However, this differs for minorities – particularly for male minorities. Although the proportion of minority (and African American) female students participating in athletics is fairly similar to the overall student body (23% and 21%, respectively), a much larger proportion of minority male students have participated in athletics (65%), and an even larger proportion of African American male students (70%) have participated in athletics since 2006.

the definition used by the Office of Institutional Research and Assessment is both parent(s) or guardian (s) with no college experience.

¹⁰ Statistical analysis demonstrates that the differences between First Generation, first-year undergraduate students and their counterparts are not statistically significant, with the exception of student-athlete status. That is, First Generation students are significantly less likely to be student-athletes.

**Number & Percentage of Undergraduate Student-Athletes vs. Non-athletes (2006-2018),
By Minority Status and Sex**

	All Students		All Minority Students		African American Students	
	Male	Female	Male	Female	Male	Female
Student-Athletes	2,823 (42%)	1,724 (24%)	847 (65%)	179 (23%)	674 (70%)	93 (21%)
Non-athletes	3,917 (58%)	5,493 (76%)	450 (35%)	611 (77%)	295 (30%)	356 (79%)
N	6,740 (100%)	7,217 (100%)	1,297 (100%)	790 (100%)	969 (100%)	449 (100%)

NOTE: Minority students include all U.S. citizens who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. African American students include U.S. citizens who identify as Black (though not Multi-racial). International students are not reported.

Additional analyses demonstrate the following trends:

- **In the current (2018-19) academic year, there are 237 minority students enrolled at PC; of these 113 (or approximately 48%) are student-athletes** (86 males and 27 females). This indicates that more than one-fourth (27%) of all minority women enrolled in the current academic year are student-athletes, compared to 62% of all minority male students who are participating in athletics.¹¹
- **These patterns differ significantly among different racial and ethnic groups.** For example, in the current (2018-19) academic year, larger proportions of Hispanic/Latina women are participating in athletics compared to their male counterparts, while larger proportions of Black/African American and Multi-racial men are participating in athletics compared with their female counterparts. Currently, there are 21 Hispanic/Latina women who are enrolled in the College of Arts & Sciences at PC, and 10 of them (or 48%) are student-athletes. In contrast, only 7 of the 18 Hispanic/Latino males enrolled at PC (or 39%) are student-athletes.
- **For Black/African American and Multi-racial students, the reverse pattern emerges: male students in these two racial groups are significantly more likely to be student-athletes than their female counterparts.** For example, of the 47 Black/African American women currently enrolled at PC, only 10 (or 21%) participate in athletics. In contrast, nearly 65% of the 99 Black/African American males and 78% of the 18 Multi-racial males currently enrolled at PC are student-athletes.
- **The proportion of degree-seeking international students who participate in varsity athletics has varied considerably since 2006.** Although the number of degree-seeking international students has increased substantially in the past three years, the proportion of these students who participate in athletics has varied from 79% in 2008 (when 11 of the 14 degree-seeking international students participated in athletics) to 32% in 2012 (when just 6 of the 17 degree-seeking international students participated in athletics). In the current (2018-19) academic year, approximately 71% of the 41 degree-seeking international students are athletes (20 who are male and 9 who are female).
- **Of the 150 first-year students who are participating in athletics in the current (2018-19) academic year, just 10 are First Generation students.**

¹¹ In comparison, only 32% of white undergraduate students are student-athletes in 2018-19. Approximately 26% of white female students participate in athletics, and approximately 38% of white males participate in athletics.

V. A COMPARISON OF STUDENTS' GPA & SAT SCORES, BY MINORITY & ATHLETE STATUS

The following provides a comparison of the incoming academic performance of students at PC, as measured by their high school GPA and SAT scores, for all students enrolled at PC in the 2018-19 academic year. A historical comparison of this information for students enrolled at PC from 2006 to 2015 is available in Appendix B.¹²

As the table below indicates, the average high school GPA score for both minority and international students at PC in the 2018-19 academic year is lower than that of the student body overall. However, the range for both minority students and international students is less varied compared to the overall student body, and the minimum GPA for both minority and international students is actually higher than that of the minimum for all students.

**Average High School GPA & SAT Score (2018-19),
By Minority & International Status**

	All Students	All Minority Students	All International Students
Average High School GPA	3.58	3.45	3.40
Range of High School GPA (min-max)	1.97-4.56	2.03-4.56	2.35-4.23
Average SAT Score	1131	1054	1071
Range of SAT Scores (min-max)	690-1540	690-1440	820-1380
N	900	219	24

NOTE: Minority students include all U.S. citizens who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are reported separately.

Similarly, the average SAT score of minority and international students is lower than that of all students, though the range for these students is less varied as well. While the maximum SAT scores for minority and international students is lower than that of all students, the minimum score for international students is nearly 130 points higher than minority and all students in the current term.

Compared with the average high school GPA and SAT scores of PC students in the past decade (see Appendix B), **the GPA of all currently enrolled PC students is higher than the average from 2006-2015, though the SAT score of all students in 2018-19 is lower than the average from the past.** In addition, the GPA and SAT score of minority students in the current academic year (2018-19) is higher than the average scores of minorities during the past decade, while the GPA and SAT scores of international students in the currently academic year are slightly lower compared with the averages of international students since 2006.

¹² Due to changes in the ways in which GPA and SAT scores were calculated after 2015, the results in Appendix B are limited to 2006 through 2015 and may not be directly comparable with the results presented here. 8

The following table also compares these scores for student-athletes and non-athletes in each subset:

**Average High School GPA & SAT Score (2018-19),
By Minority / International Status & Athlete Status**

	ALL STUDENTS		MINORITY STUDENTS		INTERNATIONAL STUDENTS	
	Student-Athletes	Non-Athletes	Student-Athletes	Non-Athletes	Student-Athletes	Non-Athletes
Average High School GPA	3.51	3.62	3.32	3.57	3.42	3.34
Range of High School GPA (min-max)	197-4.51	2.23-4.56	2.03-4.38	2.43-4.56	2.46-4.00	2.35-4.23
Average SAT Score	1135	1128	1060	1048	1065	1113
Range of SAT Scores (min-max)	740-1540	690-1510	740-1440	690-1420	820-1380	940-1260
N	322	578	102	117	21	3

NOTE: Minority students include all U.S. citizens who self-identify as Asian, Black/African American, Hispanic/Latino, Multi-racial, Native American, or Pacific Islander. International students are reported separately.

An examination of the “All Students” column indicates that, **while non-athletes tend to have a higher average GPA score than student-athletes, student-athletes have a higher average SAT score than their non-athlete counterparts.** The range of GPA scores also indicates that student-athletes have slightly lower minimum and maximum GPA scores than non-athletes do, though the range of SAT scores indicates that this pattern is reversed: student-athletes have higher SAT scores than their non-athlete counterparts.

This general pattern also holds for minority students in the current academic year (2018-19) as well. Minority student-athletes have, on average, lower GPA scores than minority students who do not participate in athletics, but minority student-athletes have a higher average SAT score than their non-athlete counterparts do. An examination of the range of scores also confirms this general pattern for minority students.

Compared with historical data from the past decade (again, see Appendix B), the GPA and SAT scores for all subgroups examined here are higher than the averages of PC students from 2006 to 2015, with the exception of the SAT scores among non-athletes and international students. For all students as well as minority students, non-athletes’ average SAT scores are lower in 2018-19 than they were in the past decade, while athletes’ average SAT scores are higher in the current academic year in comparison with this previous period. Different patterns emerge for international students, though as noted above, it is difficult to discern whether this is a true “pattern” given the low number of international students.

Appendix A

Proportions of Racial and Ethnic Minorities: A Comparison of Presbyterian College's Student Body (2018-19) and the Population of the United States and Selected States

	PC Undergraduate 2018-19	PC Graduate 2018-19	US Population	South Carolina	North Carolina	Georgia	Florida
Black	15.1%	15.3%	13.4%	27.3%	22.2%	32.2%	16.9%
Asian	1.1%	7.2%	5.8%	1.7%	3.1%	4.2%	2.9%
Hispanic/Latino	4.0%	2.0%	18.1%	5.7%	9.5%	9.6%	25.6%
Bi- or Multi-racial	3.8%	2.8%	2.7%	1.9%	2.2%	2.1%	2.1%
Native American	< .5	.8%	1.3%	.5%	1.6%	.5%	.5%
Pacific Islander	0	0	< .5	.1%	.1%	.1%	.1%
White (not Hispanic)	72.0%	71.5%	60.7%	63.8%	63.1%	52.8%	54.1%

SOURCE: Population estimates for the United States and selected states obtained from the U.S. Census QuickFacts (available at: <https://www.census.gov/quickfacts/>). Data for the PC student body obtained from the Office of Institutional Research and Assessment at Presbyterian College

Appendix B

A Historical Comparison of Students' High School GPA and SAT Scores, By Minority & Athlete Status (2006-2015)

Generally speaking, the average high school GPA and SAT scores for minority students at PC are lower than those for the student body overall, including international students. However, the range for both minority students and international students is less varied compared to the overall student body. High school GPA and SAT scores for student-athletes tends to be slightly lower for all students as well as minority students; however, international student-athletes' scores tend to be slightly higher than those for international students who do not participate in athletics.

Average High School GPA & SAT Score (2006-2015), By Minority & International Status

	All Students	All Minority Students	All International Students
Average High School GPA	3.45	3.26	3.42
Range of High School GPA (min-max)	1.30-4.04	1.87-4.00	2.40-4.00
Average SAT Score	1138	1043	1118
Range of SAT Scores (min-max)	590-1570	640-1480	720-1500
N	10,838	1,456	138

NOTE: Minority students include all U.S. citizens who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are reported separately. Due to changes in the way in which GPA and SAT scores are calculated after 2015, the results are limited to 2006 through 2015.

**Average High School GPA & SAT Score (2006-2015),
By Minority / International Status & Athletics Status**

	ALL STUDENTS		MINORITY STUDENTS		INTERNATIONAL STUDENTS	
	Student-Athletes	Non-Athletes	Student-Athletes	Non-Athletes	Student-Athletes	Non-Athletes
Average High School GPA	3.35	3.50	3.11	3.40	3.37	3.48
Range of High School GPA (min-max)	1.5-4.04	1.3-4.0	2.00-4.00	1.88-4.00	2.40-4.00	2.40-4.00
Average SAT Score	1103	1152	1020	1065	1135	1097
Range of SAT Scores (min-max)	690-1510	590-1570	720-1480	640-1480	790-1410	720-1500
N	3,159	7,679	691	765	76	62

NOTE: Minority students include all U.S. citizens who self-identify as Asian, Black/African American, Hispanic/Latino/a, Multi-racial, Native American, or Pacific Islander. International students are reported separately. Due to changes in the way in which GPA and SAT scores are calculated after 2015, the results are limited to 2006 through 2015.

**Item #10:
Office of Diversity & Inclusion, Presbyterian College
Campus Climate Survey (2018)**

**PRELIMINARY REPORT
June 12, 2018**

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WHY CONDUCT A CAMPUS CLIMATE SURVEY?

- a. “Research has demonstrated that students’ perception of their campus environments impacts their academic and developmental outcomes, and that experiences of discrimination or bias can negatively impact student success. As such, the survey asked questions regarding how comfortable the university is for students, students’ interactions with faculty, staff and peers, and students’ experiences of discrimination on campus” (Washington University in St. Louis’s *Mosaic Project*, 2014). It should be noted that the design of the PC survey and the issues that it addresses were informed by Washington University in St. Louis’s 2014 *Mosaic Project*.
- b. It is crucial that we cultivate a campus climate that is welcoming for students of different backgrounds as the College seeks to grow its student body in part by recruiting, retaining and graduating students from underrepresented groups.
- c. The survey will allow for a greater understanding of the campus climate, and will be one step in helping guide discussions and future policy actions on key issues.
- d. The survey results will provide a benchmark by which we can annually assess and measure the degree to which we have been successful in our efforts toward creating a more inclusive and welcoming environment for all students.

SURVEY METHODOLOGY & SAMPLE CHARACTERISTICS

The survey was administered to all 946 undergraduate students enrolled at the College, who were invited via email to complete the online, anonymous survey from March 25 to April 25, 2018. The questionnaire included several demographic questions, including gender identity, ability status, international student status, race, religion, sexual orientation, socioeconomic status and political views. In addition, questions to gauge whether survey respondents were student-athletes or first-generation college students were also included. The survey also included a series of statements to gauge students' comfort with the current environment on campus, the frequency of experiencing fair treatment or bias / discrimination on campus, and the likelihood of respondents reporting incidents of bias to various individuals on campus.

Although 452 surveys were started (for an initial response rate of 47.7%), only 411 surveys were usable (with 392 completed on all survey items), for an overall final response rate of 43.4%.¹³ The following chart provides the proportions of different groups represented in the survey sample.

Survey Sample Characteristics (2018 PC Climate Change Survey)

	Percentage of the Survey Sample Who Identify as...		Percentage of the Survey Sample Who Identify as...		Percentage of the Survey Sample Who Identify as...
Year in School		Ability Status¹⁴		Other Characteristics	
First-year	30.0%	Able-bodied	91.8%	First-generation students	28.0%
Sophomore	26.8%	Learning disability	6.6%	Student-Athletes	44.5%
Junior	23.2%	Mental health / Emotional disability	6.9%	International students	5.4%
Senior	20.0%	Physical disability	< 1%	LGBTQ+ ¹⁵	10.1%
Race		Religion		Political Attitudes	
Asian/Asian-American	3.2%	Evangelical Protestant	42.2%	Liberal	20.9%
Black / African American	15.4%	Mainline Protestant	31.0%	Moderate	49.0%
Hispanic / Latino(a)	2.0%	Catholic	9.8%	Conservative	29.7%
White / Caucasian	75.4%	Other religious tradition	5.3%	Socio-economic Status	
Bi- or Multi-racial	3.7%	Spiritual, but not affiliated with a church or religion	6.3%	Lower SES	11.3%
Other	< .5%	Atheist, Agnostic or Non-religious	5.4%	Middle SES	75.2%
Sex				Higher SES	13.5%
Female	54.6%				
Male	44.8%				

¹³ Not every survey participant responded to every question. As a result, the number of observations for any particular question reported may vary slightly from this total.

¹⁴ Percentages for ability status do not add to 100% because students could choose multiple response options (i.e., able-bodied students with a learning disability, a student with both a mental health and physical disability, etc.)

¹⁵ LGBTQ+ status includes students who self-identify as gay, lesbian, bisexual, transgender, prefer to self-describe or unsure / questioning.

PRELIMINARY FINDINGS

Section A: Feelings of Inclusion on Campus

The survey asked students to rate their levels of agreement or disagreement with nine (9) statements related to feelings of inclusion on campus. These nine statements were:

1. "I am satisfied with the sense of community that I have on campus"
2. "I believe that meaningful interactions with those different than me is an essential part of my college education."
3. "There is a fellow student on campus that I feel comfortable turning to if I need support."
4. "There is a faculty or staff member on campus that I feel comfortable turning to if I need support."
5. "During my time at PC, I have felt isolated or out of place on campus." (reverse-scored)
6. "I have been treated fairly by faculty"
7. "I have been treated fairly by staff"
8. "I have been treated fairly by other students"
9. "I have been treated fairly by Campus Police & Security"

The findings demonstrate that PC undergraduate students feel an overall sense of community on campus, though several do report feelings of isolation on campus. Students also indicate that they are more comfortable turning to other students (as opposed to faculty or staff) if they need support:

- 56% strongly agreed that “meaningful interactions with those different than me is an essential part of my college education.”
- Approximately 80% strongly or somewhat agree that they are “satisfied with the sense of community” that they have on campus; however, 59% report feeling isolated or out of place on campus “often” or “very often.” Another 29% report feeling isolated or out of place on campus “occasionally.”
- 70% strongly agreed that “there is a fellow student on campus that I feel comfortable turning to if I need support,” while just 50% said the same regarding a faculty or staff member on campus.

In terms of being treated fairly, the plurality of students indicated that they are treated fairly “very often” by faculty, staff and campus security / police. Fewer indicated the same by other students:

- Approximately 40% of students surveyed indicated that they are treated fairly “very often” by faculty, staff and Campus Police, while just five to six percent said that they were treated fairly “never or infrequently” by these groups.¹⁶
- Only 30% of students surveyed indicated that they are treated fairly “very often” by other students, though the majority (50%) indicated by treated fairly by other students “often.”

A comparison of responses to these statements also demonstrates that certain student groups feel more inclusion on campus than others. The responses to each of these nine statements were combined into an Inclusion Scale to compare the average scores of various socio-demographic groups of students.¹⁷

The results indicate that:

- **African American and Bi-racial/Multi-racial students have significantly lower scores, on average, on the Inclusion Scale than their white/Caucasian counterparts ($p \leq .05$).**
- **Students who self-identify as having lower socio-economic status (SES) have significantly lower scores, on average, on the Inclusion Scale than students with middle or higher SES status ($p \leq .05$).**

The responses of Athletes and Non-Athletes were compared by race along item 5, “During my time at PC, I have felt isolated or out of place on campus.” The data shows that African-American athletes are far more likely than their Caucasian peers to report feelings of isolation on campus. Further, the non-athlete African-Americans on campus had the most agreement with this item than any other sub-group, indicating the highest reporting of feelings of isolation on campus. The difference between African-American and Caucasian students was statistically significant in both comparisons ($p \leq .05$).

¹⁶ 6% of students reported being fairly treated “infrequently” or “never” by faculty and Campus Police, while just 5% reported the same of College staff.

¹⁷ A reliability analysis of the responses on these nine statements confirms that this Inclusion Scale has high internal consistency (Cronbach’s $\alpha = .792$).

Section B: Experiences of Bias or Discrimination on Campus

The Campus Climate Survey also asked students whether they (and how frequently they) had personally experienced bias or discrimination on the basis of any of the following categories: age; ability status; gender; national origin / international student status; race or ethnicity; sexual orientation; political attitudes; religious affiliation; socio-economic status (SES); and status as a Division I athlete.¹⁸

In terms of students' personal experiences with bias or discrimination on campus, the most commonly cited incidents were on the basis of political attitudes / orientation, athletic status, age, gender, religious affiliation, and race / ethnicity. A smaller proportion also experience discrimination or bias on the basis of their socioeconomic status and national origin:¹⁹

Percentage of Students who Report Experiencing Personal Bias or Discrimination on Campus, on the Basis of Various Factors

	Has NEVER Experienced Bias or Discrimination on the Basis of:	HAS Experienced Bias or Discrimination on the Basis of:	HAS Experienced Bias or Discrimination "OFTEN" or "VERY OFTEN" on the Basis of:	N
Age	58.8	41.2	6.0	364
Ability status	79.7	20.3	2.6	379
Gender	60.2	39.8	5.0	379
National origin / International student status	80.6	19.4	2.6	377
Race or ethnicity	65.3	34.7	9.5	378
Sexual orientation	84.1	15.9	3.7	378
Political attitudes or orientation	47.4	52.6	14.0	378
Religious affiliation	62.7	37.3	7.4	378
Socioeconomic status / class	69.8	30.2	5.5	378
Athletic status	46.2	53.8	13.6	169

Bias and Discrimination on the Basis of Gender, Experienced by Male and Female Students:²⁰

Both male and female students report experiencing bias or discrimination on the basis of gender, though women report more frequent incidents. 43% of female students report experiencing gender bias or discrimination on campus, compared to 34% of male students. However, significance testing indicated that these differences between women and men were not statistically significant ($p \leq .05$).

Significance testing, though, did reveal that male students were significantly more likely than their female counterparts to experience an incident of bias or discrimination on the basis of race, sexual orientation, national origin / international student status, political attitudes and religious affiliation ($p \leq .05$).

Bias or Discrimination on the Basis of National Origin, Experienced by International Students

Of the 17 international students who took the survey, 14 indicated that they had experienced some form of bias or discrimination on the basis of national origin or their status as international students. Of these, most indicated

¹⁸ This final element was only asked of students who had previously indicated that they were student-athletes.

¹⁹ It should be noted that these percentages are reporting the aggregate data only, with the exception of Division I athletic status. Some typically under-represented groups may experience higher amounts of discrimination, which will be examined in the cross-tabulation data below.

²⁰ With only one student self-identifying as transgender, we are unable to discern any pattern of whether transgender students experience gender discrimination or not.

experiencing this bias or discrimination “infrequently” or “occasionally,” while three of these international students report experiencing this bias “often” or “very often.” Statistical analysis confirms that these differences are statistically significant ($p \leq .05$).

In addition, Asian / Asian American students were far more likely to report an incident of bias on the basis of national origin / international student status than any other racial group, which is confirmed by significance testing ($p \leq .05$).

Bias or Discrimination on the Basis of Race or Ethnicity, Experienced by Racial & Ethnic Minorities

The vast majority of students who self-identified as Black / African American report experiencing bias or discrimination on the basis of race or ethnicity, with Black males reporting more frequent incidents of discrimination compared with their female counterparts. Approximately three-fourths (75%) of all Black / African American respondents in the survey have experienced racial bias or discrimination on campus, with nearly one-third (32%) indicating that they experience these incidents “often” or “very often.”

Although the frequency of incidents is slightly lower, a similar trend occurs for students who identify as Bi- or Multi-racial as well as those who identify as Asian or Asian American. Twelve of the 15 Bi- or Multi-racial students indicated that they had experienced racial or ethnic bias or discrimination on campus, with a plurality (6) of those saying that these incidents happen “occasionally.” Similarly, nine of the 13 Asian or Asian American students report experiencing racial or ethnic bias or discrimination, with the plurality of those indicating that these incidents happen “occasionally” or “infrequently.”

Statistical analysis confirms these differences as well. African American, Bi-/Multi-racial students, and Asian / Asian American students were significantly more likely, on average, to report that they were victims of bias on the basis of race compared with their white/Caucasian or Hispanic/Latino counterparts ($p \leq .05$).

Bias or Discrimination on the Basis of Sexual Orientation, Experienced by LGBTQ+ Students

Only 28 students in the survey identified as gay, lesbian, bisexual or self-described LGBTQ+ label. Of these, half (14) indicated that they had experienced bias or discrimination on the basis of sexual orientation. Approximately similar proportions indicated that these incidents occur infrequently, occasionally, often and very often. Similarly, approximately half of those who identify as bisexual or prefer to self-describe also indicated that they “occasionally” or “often” experience gender discrimination or bias.

In order to conduct statistical significance testing, these categories were combined to create one LGBTQ+ group (to compare with all non-LGBTQ+ students). The results confirm the above: LGBTQ+ students are were significantly more likely to report experiencing an incident of bias regarding gender and sexual orientation than their non-LGBTQ+ counterparts ($p \leq .05$).²¹

Bias or Discrimination on the Basis of Ability Status, Experienced by Students with Disabilities

Approximately one-third of the 18 students who indicated that they have a learning disability report experiencing bias or discrimination on the basis of ability status, with the plurality of those indicating that this discrimination occurs “infrequently” or “occasionally.”

In contrast, students with emotional, mental health or physical disabilities report experiencing this form of bias at higher rates and more frequently. Of the 29 students who report having an emotional or mental health disability, more than half (17) report experiencing bias or discrimination based on ability status, with the plurality of those indicating that this discrimination or bias occurs “occasionally” or “often.” Of the three students who report having a physical disability, only one reports experiencing no bias or discrimination on campus, while the other two indicate that this occurs “occasionally.” Additional analysis must be completed to determine if these differences are statistically significant or not.

²¹ LGBTQ+ students were also significantly more likely to report experiencing bias or discrimination on the basis of political attitudes as well as ability status ($p \leq .05$). Additional analysis is necessary to ascertain why this may be the case.

Bias or Discrimination on the Basis of Political Orientation, Experienced by Liberal, Moderate & Conservative Students

As indicated above, bias or discrimination on the basis of political orientation was one of the most commonly cited forms of bias indicated by the survey. However, it appears that this bias or discrimination affects liberal, moderate and conservative students equally. Similar proportions of self-identified liberal and conservative students indicated experiencing some form of political bias or discrimination (58% and 60%, respectively), though a slightly lower proportion of self-identified moderates (46%) did the same. Similarly, 16% of liberal students and 18% of conservative students surveyed indicated that they experienced this political bias or discrimination “often” or “very often.”

However, statistical significance testing indicates that conservative students are more likely to report greater incidents of bias on the basis of political attitudes than moderate students are ($p \leq .05$), though there were no significant differences between conservative and liberal students.

Bias or Discrimination on the Basis of Religious Affiliation, Experienced by Religious Minorities²²

Approximately half (52%) of all non-Protestant students surveyed indicated that they have experienced bias or discrimination on the basis of religious affiliation. Incidents of religious bias or discrimination were most often cited by students who self-identify as atheist, agnostic or non-religious (67%), other non-Christian minority religions, such as Buddhist, Muslim, or Hindu (62%) or Catholic (47%). While the plurality of these groups who did indicate that bias or discrimination had occurred reported that these incidents happened “infrequently” or “occasionally,” a few students – largely those who are non-religious – indicated that these incidents happened “very often.”

In contrast, the vast majority of Protestant students on campus report that they have never experienced bias or discrimination on the basis of religious affiliation on campus (74% of Mainline Protestants and 63% of Evangelical Protestants). Of those who do, the plurality report that these incidents occur “infrequently.”

Statistical significance testing also confirms that atheist, agnostic or non-religious students are significantly more likely to report incidents of bias on the basis of religious affiliation and that student practitioners of non-Christian minority religions are significantly more likely to report incidents of bias on the basis of national origin / international student status than any other group ($p \leq .05$).

Bias or Discrimination on the Basis of Class, Experienced by Students from Lower Socioeconomic Backgrounds

While fairly similar majorities of students who self-identify as lower, middle and higher socioeconomic status (SES) indicate that they have not experienced bias or discrimination on the basis of class, students from lower socioeconomic backgrounds are much more likely to indicate that they experience such bias more frequently. Nearly 12% of those who identify as lower SES indicate that they experience bias or discrimination on the basis of class “very often” on campus. However, additional analysis indicates that there is not a statistically significant difference among these groups on this survey item.

Bias or Discrimination Experienced by Student-Athletes

Of the 169 student-athletes who participated in the survey, the majority (54%) indicated that they had personally experienced bias or discrimination on the basis of their Division I athletic status. Nearly 14% of these athletes indicated that this bias or discrimination occurred “often” or “very often.”²³

These experiences of bias or discrimination based on athletic status are reported at higher rates by racial and ethnic minorities, compared to their white student-athlete counterparts. Although majorities of both white and non-white

²² Although the majority (63%) of students who participated in the survey self-identify as Protestant Christians, the rest (37%) indicate that they are Catholic or other forms of Christian, non-Christian (such as Hindu, Muslim or Buddhist), “spiritual but not belonging to a church or organized religion,” and atheist / non-religious. As a result, the analysis focuses on comparing Protestants and non-Protestants.

²³ It should be noted that statistical significance testing to compare athletes and non-athletes on this form of discrimination is not possible because only athletes were asked this survey item. Comparisons on the other forms of bias or discrimination, however, were conducted.

athletes indicated that they had experienced such bias, 60% of athletes who identify as a minority reported experiencing bias or discrimination based on their athletic status, compared to just 51% of their white counterparts. One-fifth (21%) of athletes who are racial or ethnic minorities indicated that they personally experience this type of bias or discrimination “often” or “very often,” while just 10% of white athletes indicated the same.

In addition, significance testing indicates that athletes were significantly more likely to report an incident of bias or discrimination on the bases of national origin / international student status compared with non-athletes ($p \leq .05$), though they are significantly less likely to report an incident of bias or discrimination on the basis of gender ($p \leq .05$).

Feelings of Isolation and Fairness, Experienced by First Generation Students

Although the survey did not ask students whether they had experienced bias or discrimination as first-generation students, it did ask students to report feelings of isolation on campus and whether they feel that they have been treated fairly on campus. According to the survey results, first generation students do not report feeling “isolated or out of place on campus” at higher rates than their non-first generation counterparts. Although slightly higher proportions of first-generation students report not being treated fairly by faculty, staff, students and Campus Police, there are not considerable differences compared with the experiences of their counterparts.

As noted above, significance testing also demonstrates that there are no statistically significant differences between first-generation students and their non-first-generation counterparts on their average Inclusion Scale scores.

Section C: Discussing / Reporting Experiences of Bias or Discrimination

The Campus Climate Survey also asked students how likely (or unlikely) they would be to talk about an incident of bias or discrimination, if they were to experience one, with various constituencies on campus. These included: another student/friend; a professor; a college staff member or administrator; their RA/CA; their academic advisor; Student Health Services; the Bias Incident Report Form; and a coach.²⁴

Students surveyed indicated being much more likely to talk about any experiences of bias or discrimination with another student or friend (as opposed to faculty or staff or reporting the bias through other campus resources). The exception to this was among student-athletes, who would be more likely to discuss these types of incidents with a coach:

- 87% of students surveyed reported that they were “likely” or “very likely” to talk about a personal experience with bias or discrimination with another student or friend; approximately 40% indicate that they would similarly discuss such incidents with a professor, academic advisor or college staff member or administrator. Just under one-third (32%) indicated that they would be likely or very likely to talk about such incidents with their RA/CA or Student Health Services.
- Student-athletes appear much more likely to discuss these matters with a coach. Approximately 51% of athletes surveyed said that they would be likely or very likely to talk about a personal experience of bias or discrimination with a coach.
- Only 37% of those surveyed indicating being likely or very likely to report an incident of bias on the Bias Incident Report Form, and nearly seven percent said that they were “unsure.” This may indicate that students are not aware of this option for reporting bias.

A statistical comparison of the means on these survey questions confirm that students are more likely to talk to a peer about incidents of bias or discrimination than anyone else in the PC community. **However, this analysis also revealed that certain subgroups may be more open to discussion of bias incidents on campus than others:**

- Females were significantly more likely to talk about incidents of bias with another student / friend and to report such incidents on the Bias Incident Report Form than males ($p \leq .05$).
- African American students were significantly less likely to talk about an incident of bias or discrimination with another student / friend than their white/Caucasian counterparts ($p \leq .05$).
- Student-athletes are significantly less likely to talk to a professor or academic advisor about incidents of bias, compared with non-athletes ($p \leq .05$). The highest averages for student-athletes for the likelihood to talk to someone was another student / friend or a coach.

²⁴ This final item was only asked of students who had previously indicated that they are student athletes.

- First-year students are significantly less likely (compared with juniors or seniors) to discuss such incidents with their academic advisors ($p \leq .05$).
- In terms of religion, the only significant differences that emerged were those between Mainline and Evangelical Protestants. In comparison with their Evangelical Protestant counterparts, Mainline Protestants were significantly more likely to discuss incidents of bias or discrimination with a professor or staff member as well as to report the incident on the Bias Incident Report Form ($p \leq .05$).

Section D: Retention Issues

Finally, the Campus Climate Survey also asked students to report whether they had ever considered leaving PC; if so, whether that was due to their experiences with bias or discrimination; and whether they knew of someone else who had left PC due to bias or discrimination on campus. The results indicate the following:

- The majority of students surveyed (55%) have considered leaving or transferring from PC before completing their degrees.
- **Approximately one-fifth of those (20%) indicated that they have considered leaving PC due to bias or discrimination on the basis of some aspect of their identity.** This means that, of all of the students surveyed, approximately 1 out of every 10 students surveyed has considered leaving PC due to experiences of bias or discrimination.
- In addition, more than one-fourth of the survey sample (26%) indicated that they know of someone else who has left PC due to bias or discrimination experienced on campus.

Significance testing also demonstrated that the following certain groups of students are, on average, more likely to consider leaving PC (whether for any reason or specifically due to bias or discrimination experienced on campus). Both student-athletes and African American students were, on average, statistically more likely to report considering leaving PC before completing their degrees compared with their non-athlete and white/Caucasian counterparts, respectively ($p \leq .05$). In contrast, Asian / Asian American students were significantly less likely to consider leaving PC in general, compared with their African American or white/Caucasian peers ($p \leq .05$).

In addition, the following groups were significantly more likely, on average, to report that they had considered leaving PC due to their experiences of bias or discrimination on campus: males (compared with females); African American students (compared with white/Caucasian peers); and students from lower socio-economic backgrounds (compared with students from middle SES backgrounds) ($p \leq .05$).

Finally, the following groups of students were significantly more likely, on average, to report that they knew of someone else who left PC due to bias or discrimination on the basis of some aspect of their identity: seniors (compared with first-year students); African American students (compared with their Hispanic/Latino or white/Caucasian peers); students from lower socio-economic backgrounds (compared with students with middle SES backgrounds); and liberals (compared with both moderates and conservatives) ($p \leq .05$).²⁵

²⁵ No other statistically significant results emerged from this portion of the analysis, including a comparison of first-generation students with their counterparts. In other words, first-generation students reported similar responses as non-first-generation students.

**Item #11:
Religious Affiliation of PC's Student Body (2018-2019)**

The following data was provided from the Office of Institutional Research & Assessment, which was also used in the Minority Data Report (2018-2019). That report aggregates students' religious affiliation data, while the following details the specific religious affiliation as self-reported by PC students.

**Religious Affiliation of PC's Undergraduate Students,
(in order of most common denominational affiliations (2018))**

	Percentage of Undergraduate Students
Baptist ^a	27.5%
Christian (general)	17.7%
Presbyterian ^b	13.1%
Methodist	7.8%
Catholic	6.9%
Non-denominational	2.8%
Lutheran	2.6%
Pentecostal	2.3%
Episcopal	1.5%
No preference / None	3.7%
Total (N)	85.7% (973)

^a includes Baptist and Southern Baptist

^b includes Presbyterian, PCA, PC-USA, Associate reformed Presbyterian, and Presbyterian-Evangelical. Just 4.6% of current PC students affiliate with PC-USA, the denomination with which the College is affiliated.

The remaining 14.3% of the undergraduate student body affiliates with the following (with each denomination represented by less than one percent of current students): African Methodist Episcopal; Anglican; Assembly of God; Christian Scientist; Church of Christ; Church of God; Congregational; Disciples of Christ; Eastern Orthodox; Greek Orthodox; Hindu; Muslim; Protestant (general); and Wesleyan. Approximately 11% of undergraduate students did not report their religious affiliation.

**Religious Affiliation of PC's School of Pharmacy Students,
(in order of most common denominational affiliations (2018))**

	Percentage of Graduate Students
Baptist	25.6%
Methodist	7.2%
Christian (general)	5.2%
Presbyterian ^a	4.0%
Non-denominational	3.2%
Catholic	2.4%
Lutheran	2.4%
Did not report	41.2%
Total (N)	91.2% (250)

^a includes Presbyterian, PCA and PC-USA

Item #12:
Update on Action Items Proposed in the Final Report of the
Task Force for Strategic Diversity Assessment & Vision
June 2020

The final report of the Task Force for Strategic Diversity Assessment & Vision, which was issued in June 2016, included several policy recommendations for moving PC's campus from a Stage 3: Compliance Organization to a Stage 6: Multicultural Organization. The following provides an update of the action items that have been completed or implemented since that time.

STRATEGIES TO ENTER STAGE 4: THE AFFIRMING ORGANIZATION	
A. Staffing	ACTIONS TAKEN / UPDATE (If blank, then the action item was not completed)
Hire a Chief Diversity Officer (CDO) at the senior administrative level who will serve on the President's Leadership Team. Reporting directly to the President, this individual will promote an institutional culture that supports and promotes diversity at the College of Arts & Sciences, the School of Pharmacy and the Physician Assistant Program. The Task Force recommends that the college consider realigning the reporting structure of the Assistant Director of Multicultural Programs position, which primarily deals with student affairs and involvement, to report in some capacity to the Chief Diversity Officer and that a part-time administrative assistant be provided to the Diversity Office to aid with administrative tasks.	The College hired a part-time Director of Diversity & Inclusion who serves on the President's Leadership team. The director was provided a modest budget. No other position exists in this office (including administrative <i>assistant</i>) nor is there a physical space dedicated to this office. The Diversity and Inclusion Advisory Council (DIAC) comprised of 10 members that included faculty and staff and five ex officio members was created in September, 2018 to assist with policy planning.
The Task Force recommends adding an administrative position that focuses only on Title IX. We also suggest that this position be staffed by an attorney (following the Furman/Wofford model of sharing a Title IX position).	
Communicate to all Search Committees for all incoming positions the institutional norms of diversity and multicultural competency in hiring.	
B. Education	
Require diversity & multicultural competency training for all current faculty, administrators and staff in upcoming Fall 2016 retreats (NOTE: This should be implemented as a part of a General Orientation session for all incoming faculty, administrators and staff in Fall 2017).	NCBI training was encouraged for incoming faculty in 2107-2019 (at the end of their first year of teaching); faculty and staff are periodically encouraged to participate in NCBI training
Require all incoming students to participate in diversity & multicultural competency training during New Student Orientation (or Welcome Week).	All students are exposed to "an appreciate of diversity and cultural competency" in the FYE Course in their 1 st semester; this is typically through 1 NCBI training session.
Require all current Residence Advisors (RAs) and Residence Directors (RDs) to participate in diversity & multicultural competency training.	
Implement leader and manager training on how to proactively create inclusive recruiting, hiring, and onboarding systems that increase capacity to attract and hire an increasingly diverse and culturally competent faculty and staff that	

<p>both reflect the diversity among students and demonstrate the capacity to create inclusive practices and organizations.</p>	
<p>Incorporate a common reading or common speaker in the First-Year Experience seminar with the intentional creation of small group conversations within each class. (NOTE: Current plans are in place to select an appropriate speaker and related short readings on diversity issues for the First-year Experience seminars in Fall 2016).</p>	
<p>Incorporate a common reading across the College of Arts & Sciences, the School of Pharmacy and the Physician Assistant Program with the intentional creation of small group conversations that include, in each group, students, staff, administrators and faculty (and, if possible, available Board of Trustees members). One suggestion for the common reading is <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> by Beverly Daniel Tatum.</p>	
<p>Develop a Film Series or Speaker Series related to diversity / multicultural issues with the intentional creation of small group dialogue.</p>	<p>MSU offers “Let’s Talk About It” programming for student-led conversations. A Convocation for MLK Day and Black History Month have been offered since 2017.</p>
<p>E. Recruitment / Admissions</p>	
<p>In addition to the standard Common Application essays, require students applying to the College of Arts & Sciences to submit an additional essay to reflect on the importance of diversity, one’s multicultural experiences, and/or one’s potential contribution to the diversity of the student body of the College.</p>	
<p>Expand outreach and recruitment with various faith communities that reflect diverse populations (e.g., AME churches, Catholic churches in predominantly Latino communities, synagogues, mosques, etc.)</p>	
<p>Automatically include <u>all</u> students with top scores as candidates for the Griffith Scholarship to ensure greater diversity in the candidate pool and ensure that information regarding the Griffith Scholarship is disseminated to students who represent diverse populations.</p>	
<p>Recommend that the School of Pharmacy and new Physician Assistant Program develop a strategic plan for ensuring continued diversity among students, faculty and staff.</p>	
<p>Examine the feasibility to add a translation feature to the website for key international languages. (e.g., French, Spanish, Chinese, Japanese and Korean.)</p>	
<p>F. Policies</p>	
<p>Pass an Anti-Bullying Statement to communicate to the College and broader community the commitment of the College to a diverse and multicultural campus community.</p>	<p>A Civility & Anti-bullying Statement was passed in 2016 for A&S and Pharmacy schools.</p>
<p>Market the new Bias Reporting form for all on campus to report (anonymously) any act of bias or discrimination on campus. The Bias Reporting form will be supervised by CDO.</p>	<p>A relaunch of the Bias Incident Report and a new protocol for responding to complaints was put in place in December, 2019. The Director of Diversity and Inclusion has been added as a first responder and all complaints are reviewed immediately and personal contact/interview with the complainant is made within the first 24 hours of the report being received.</p>

Create a Task Force to examine the Faculty and Staff Handbooks for the College of Arts & Sciences, School of Pharmacy, Physician Assistant Program, the Blue Book and Garnet Book (for students) and all other existing College policies to identify and resolve any policies or language that actively discriminate against groups or any language that omits groups.	
H. Assessment	
The Task Force recommends that the CDO design, implement and supervise a comprehensive assessment strategy and the development of benchmarks to evaluate the success of these goals.	PC's Diversity Action Plan is currently being developed. This will serve as the "comprehensive strategy" that is referenced below.
Continue to assess students' multicultural competency through Assessment Day.	
Develop and distribute a Multicultural Climate Survey for all staff, administrators and faculty to evaluate current attitudes toward diversity and to identify areas of strength and weakness.	Instead of this survey, a "Campus Climate Survey" of students' experiences with bias and discrimination on campus was conducted in 2018 and will continue to do so annually. No surveys of faculty, staff & administrators' attitudes exists yet.
Begin to collect, analyze and compare data on diversity in recruitment, hiring, retention, promotions, etc.	A Data Minority Report was conducted in 2017 and 2018 on the increasing diversity of students at PC.
F. Retention / Success	
Continue to conduct Exit Interviews for all students, staff, faculty and administrators who choose to leave the Presbyterian College community, and add more specific questions related to diversity / multicultural issues as well as to broader reasons that these individuals have chosen to leave the college.	
Offer at least one First-year Experience course that is designed for incoming 1 st generation college students.	This has been offered by the Academic Success office since Fall 2018.
Provide a Mentoring Network to all current and new staff, administrators and faculty. This mentoring network will attempt to pair incoming staff, administration and faculty with a mentor from a similar background or identity. The Mentoring Networks will be administered by the Provost Office for faculty, HR for administrative positions, the Dean for the School of Pharmacy and the Director for the Physician Assistant Program.	
Expand the current "Buddy Program" that pairs undergraduate international students with PC students to include staff / administrators and faculty.	
Develop accommodations for students of diverse religious backgrounds and other cultural needs. (e.g., prayer spaces, dietary needs, travel to religious communities, etc.)	
G. Other	
The CDO will coordinate the continued review of all marketing and communications with students, employees, parents and alumni to ensure that diverse groups are represented (e.g., alumni events, photos on the website, billboards, etc.)	
The CDO will coordinate refining and reorganizing existing diversity structures to provide a more coordinated effort to promote and support a more diverse community (MACC, MSU, Diversity Council, Spectrum, etc.)	

<p>The CDO will work in conjunction with the Alumni Office to maintain and enhance connections with minority graduates including Alumni Spotlights and campus invitations.</p>	
<p>Review and implement changes as necessary the accessibility of campus facilities for those with different physical abilities including adequate housing, access to campus buildings and social events.</p>	
<p>STRATEGIES TO ENTER STAGE 5: THE REDEFINING ORGANIZATION</p>	
<p>A. Staffing</p>	
<p>Currently, all faculty position applicants are required to submit, in writing, their statement in support for the mission of the College and in particular its church-relatedness. We recommend this statement be expanded so that it includes “support for the mission of the College, particularly as a church-related institution that values diversity and cultural competency.” Further, we recommend that applications for all employees include a statement of support for the multicultural objectives of the College.</p>	<p>All faculty who apply for teaching positions are required to include their responses to the following in their essays: How would your teaching, scholarship and service reflect the College’s commitment to diversity and cultural competency?”</p>
<p>Develop a group of internal trainers or “coaches” among current faculty, staff, administrators and students who can facilitate diversity awareness and skill sessions on campus.</p>	<p>NCBI trainers continue to be recruited.</p>
<p>Train all staff, faculty and administrators how to integrate equity and inclusion into their day-to-day activities.</p>	
<p>Create and staff an Office of Student Accessibility Services to aid in the accommodations for students with physical and learning challenges. It is recommended that the coordinator or director of the Office of Student Accessibility Services be a full-time position.</p>	
<p>B. Education</p>	
<p>Develop a mandatory Orientation session for all incoming staff, administrators and faculty in which cultural competency training is integrated (as well as a general orientation to the college).</p>	
<p>Provide education and training for faculty on ways to effectively engage students in civil discourse in the classroom and other large-group settings, perhaps in a Teaching Excellence Workshop or as a part of a Faculty Retreat.</p>	
<p>Train facilitators to implement an Intergroup Dialogue Program for students, staff, and faculty (modeled after the Bluefish conversations).</p>	
<p>Offer workshops to leaders, faculty, and staff (required where possible) to deepen capacity to shift current practices to support the retention and success of the full range of student, staff and faculty on campus.</p>	
<p>Create an interdisciplinary minor in Social Justice or Multicultural Studies or other minors that focus on equity and inclusion in the College of Arts & Sciences</p>	
<p>Develop a 2nd Year Experience course (in line with the new QEP of “Life After PC”) to focus on civil discourse skills and multicultural competency in preparation for success in their vocation and careers in the College of Arts & Sciences</p>	<p>A SYE course was developed, but its emphasis is on problem-solving. One component of this course, though, is intercultural fluency (i.e., communicating effectively with diverse individuals), which is typically accomplished with a 1-hour NCBI session</p>

Reinstate a revised cultural events program (expanded from the Film or Speaker Series in Stage 4) that creates events to raise knowledge / awareness about different cultures	
Revise the current General Education curriculum to separate the intercultural and internship experience requirements (i.e., all students would be required to engage in an intercultural experience as well as a one-credit internship).	
C. Recruitment / Admissions	
Provide additional training to Admissions / Recruitment officers and staff to maximize outreach to students from diverse populations and to encourage their application.	
Develop Admissions and marketing materials in Spanish and /or host an Admissions Open House for Spanish-speaking prospective students	
Implement a translation feature on the website for key international languages. (e.g., French, Spanish, Chinese, Japanese and Korean.)	
D. Policies	
Through the office of the CDO, examine and revise practices and structures to include the goals of inclusion and cultural competencies expected of administrators, faculty and staff (i.e., job descriptions, department / program mission statements, decision-making processes, performance evaluations, reward structures, career development processes, etc.)	
Through the office of the CDO, evaluate the effectiveness of the follow-through on all complaints of bias, prejudice or discrimination on campus as well as the enforcement of all current policies.	
Develop and implement residence hall and public space policies related to accommodations for transgender students.	
E. Assessment	
Continue to collect, analyze and compare data on diversity in the campus environment, recruitment, hiring, retention, promotions, etc. This should be reviewed by the Leadership Team, in conjunction with the Chief Diversity Officer, annually and should be widely and promptly communicated to the campus community.	
Develop and conduct mandatory Cultural Audits for individual departments and programs (both academic and non-academic). These audits should have the aim of identifying areas of strength and improvement of cultural sensitivity and can be conducted as a part of the regular Assessment process. These Cultural Audits should be followed by feedback sessions with the Chief Diversity Officer to aid in addressing any issues raised by the Audit.	
F. Retention / Success	
Create a “Reverse Mentoring” Program in which staff, faculty and administrators are paired with a mentor from a different background or identity.	
Continue to offer a variety of activities and campus events that promote diversity / multicultural / intercultural competency (i.e., International Food Day, speakers, dances, etc.)	Various offices and departments continue to offer various activities and lectures on diversity, international cultures, etc.
H. Other	
Widely communicate the new norms of the Inclusive Organization to all prospective and current students, parents, alumni, employees, Board of Trustee members and other stakeholders in the organization.	
Actively recruit members for the Board of Trustees that represent diverse populations.	

STRATEGIES TO ENTER STAGE 6: THE MULTICULTURAL ORGANIZATION

A. Staffing

Create an Office of Multiculturalism and Diversity led by the CDO and hire positions as needed to ensure its success

Refer to the Comprehensive Strategy developed by the CDO

NOTE: This is the Diversity Action Plan currently being completed by DIAC.

B. Education

Provide regular opportunities for faculty, staff and students (required when possible) to deepen their knowledge, awareness and skills for promoting and strengthening a diverse community.

Designate one day during the year as a campus-wide “Teach-In” where there are a variety of methods around a central topic provided large and small group opportunities to grow in knowledge, awareness and skills.

Regularly hold Intentional Conversations that dismantle the culture of fear generated in this country one conversation at a time. These would be led by and within each department from their own perspective.

Develop and implement funding for the expansion of the Maymester and Study Abroad programs to encourage cross-cultural experiences.

Refer to the Comprehensive Strategy developed by the CDO

C. Recruitment / Admissions

Continue to influence all recruiting efforts of leaders, managers and faculty to ensure they demonstrate commitment and success in creating and maintaining inclusive campus environments for all constituents.

Refer to the Comprehensive Strategy developed by the CDO

D. Policies

Implement an annual review, analysis and revision of all policies, practices and procedures to eliminate an unintended differential impact and exclusion.

Evaluate the effectiveness of the follow-through on all complaints of bias, prejudice or discrimination on campus on an annual basis.

Refer to the Comprehensive Strategy developed by the CDO

E. Assessment

Conduct Cultural Audits for each department and program annually.

Incorporate assessment of the teaching of cultural competencies in course evaluations.

Refer to the Comprehensive Strategy developed by the CDO

F. Retention / Success

Expand the International Student and Scholars Buddy System into the broader Laurens County community and provide the necessary training and orientation to support the program.

Refer to the Comprehensive Strategy developed by the CDO

G. Other

Initiate efforts to partner with community leaders to maximize equity and inclusion in the broader Laurens County community.

Initiate efforts with regional college and universities to share best practices

Develop a plan that would allow all students to participate in Maymester and Study Abroad experiences.

Refer to the Comprehensive Strategy developed by the CDO.

Item #13:
Resolution from the African American Alumni Council
(Endorsed by the Alumni Board on June 25, 2020)

A RESOLUTION FOR THE ADMINISTRATION AND BOARD OF PRESBYTERIAN COLLEGE

A Resolution to demand changes in policy and culture at Presbyterian College

Whereas, our country and communities continue to grieve the recent, senseless deaths of Ahmaud Arbery, Breonna Taylor, Rayshard Brooks, George Floyd and countless other Black and African-Americans murdered at the hands of law enforcement **and**,

Whereas, we, as concerned citizens of our world and community members of Presbyterian College, are called to listen and reflect upon ourselves and the systems that continue to oppress and dehumanize People of Color in our communities **and**,

Whereas, discrimination and harassment directly violate a tenet of Presbyterian College's Mission,

NOW THEREFORE, BE IT HEREBY RESOLVED BY THE PRESBYTERIAN COLLEGE AFRICAN-AMERICAN ALUMNI COUNCIL THAT THE BOARD OF TRUSTEES AND THE ADMINISTRATION OF PRESBYTERIAN COLLEGE WILL:

Section 1: Write a statement of accountability to its past and present students of color, apologizing for the experiences and inaction of Presbyterian College that has left them feeling unsafe, unwelcome, and ostracized. This statement of accountability shall be shared publicly by all traditional means of communication available. This statement shall be shared with members of the Presbyterian College community as well as locally, regionally, and nationally.

Section 2: Adopt a Zero Tolerance policy for discrimination and harassment. This can mirror the previously created MSU Zero Tolerance statement, which highlights the removal of racially loaded symbols and names (Slave Owners, Confederate Flags on public display, Robert E. Lee on campus, etc.). Consequences for implicit and explicit forms of discrimination are to be strict and swift, as outlined in the Senate Resolution #1 which was passed unanimously by the Student Government Association.

Section 3: Hire an external organization/consultant to do an independent assessment of faculty, administration, students, and alumni in order to better understand the culture of bias and discrimination harbored on campus. At the conclusion of the assessment the Board of Trustees will ensure the development an action plan within 90 days that implements the corrective actions recommended by the organization to curb these behaviors permanently at the highest level.

Section 4: Require all members of Greek Life, Athletics, Honor Council and Student Government to go through NCBI (National Coalition Building Institute) Training every two years.

Section 5: Assure that the makeup of the Conduct Board and Honor Council, at a minimum, accurately reflects the racial make-up of the student body.

Section 6: Require a course be made available in the General Education curriculum related to racial/ethnic history. Presbyterian College has the resources and the ability to transform the future by prioritizing and capitalizing on the abundance of courses already offered on black history and the legacy of racism such as African Americans and the Political System (PLSC 301), Race and Ethnic Relations (SOC 201), Race, Gender, and Power in Latin America (HIST 3642), and several others.

Section 7: Require any and all faculty and staff to be trained in Diversity and Inclusion at least annually.

Section 8: Hire a full-time, trained Director of Diversity with appropriate support staff, as well as an African American therapist to be the advocate and the mental and emotional support for minority students.

Section 9: Reaffirm and demonstrate the College's commitment to the following parts similarly contained in its Diversity Aspiration Statement: improving recruitment, retention, and graduation outcomes for African-American students; and improving recruitment, retention, and advancement opportunities for African-American faculty and staff.

Section 10: The College will ensure African-Americans are provided spaces to gather for various types of functions--study, socializing, organization meetings, Greek life, etc...and ensure the aforementioned is provided at least the same resource level as others on campus.

LET IT FURTHER BE RESOLVED THAT:

Section 11: The administration will present a detailed, written plan-of-action and a timeline of implementation to the African American Alumni Council for review and feedback. This plan should be shared with the AAAC following approval by the Board of Trustees or other administrative process, by August 20, 2020.

Section 12: Upon endorsement of this plan and timeline by the African American Alumni Council, members of the Council will encourage financial support of the plan by our alumni.

**Respectively Submitted by on behalf of the Members of
the PC African-American Alumni Council by:**

Joseph R. Wideman, J. D. '13

President, PC African-American Alumni Association

Item #14:
PC Student Leadership Discussion Minutes (6/19/20)



**Presbyterian College Student Leadership Discussion Minutes
June 19, 2020 (Google Meet)**

- I. Introductions**
- II. Attendance**
 - A. Present
 - 1. Reagan Osbon: SGA President
 - 2. Maya Evans: MSU President
 - 3. Trinity Williams: PC SAC
 - 4. Gabriella Evans: Sophomore and Member of MSU
 - 5. Carrington Blackwell: MSU Member and Cheerleader
 - 6. Madison Pierson: Panhellenic President and SGA Clerk of the Senate (Recorded Minutes)
 - 7. Bryce Weber: Co-Chair of the Religious Life Council
 - 8. Dr. Joy Smith: VP of Student Life and Dean of Students (Only present, did not discuss)
- III. Purpose and Goals**
 - A. Purpose for the Committee
 - 1. Create a space where student leaders can coordinate ideas and programming, and have a meaningful discussion with peers to create a lasting impact.
 - B. Goals for Today's Meeting
 - 1. Have Student Leaders share their experiences with racism on and off campus.
 - 2. Identify areas of improvement on campus.
 - 3. Attempt to create feasible and actionable solutions.
- IV. Guidelines for Discussion Today**
 - A. Respectful to each other, Open to ideas, and honest with each other.
- V. Discussion**
 - A. Programming and ideas that organizations have done or will be done:**
 - 1. Student Athlete Advisory Council (SAAC):
 - a) Researching organizations such as NAACP and the Urban League.
 - b) Has been in contact with the Greenville NAACP and has begun the initial phases of bringing a chapter to PC (Spearheaded by Trinity Williams '22).
 - c) Requires coaches to go through diversity and inclusion training
 - d) Has begun discussing and planning a 5K charity run for donations to groups such as Black Lives Matter and other advocacy groups.
 - 2. Religious Life:
 - a) African American worship night and African American Art Event during Black History Month.

- b) Discussions about doing service at primarily black churches in the community.
- 3. MSU:
 - a) Continued intentional programming directed for marginalized groups.
 - b) Programming for community events (Let's Talk About It, Soul Food Sunday, etc.)
 - c) Providing a Safe Space for Students of Color to gather, organize, and advocate for a more inclusive community.
- 4. Panhellenic:
 - a) The Student Life Office is continuing to have discussion with potential Pan-Hellenic/Divine 9 sororities. Student Life and Panhellenic is working to bring a historically black sorority to PC.

B. Solutions, Requests, and Ideas

- 1. Accountability: Zero tolerance policy to ensure security for minority students.
- 2. Office of Diversity and Inclusion:
 - a) Hire a full time position of diversity and inclusion with administrative assistance and adequate funding.
- 3. Greek life:
 - a) IFC and Panhellenic diversity training/education programs
 - b) Let's Talk About It discussion with Greek presidents and other organization leaders
 - c) Individual or Collective Greek Organizations make donations to social justice advocacy organizations
 - d) Incentivise Greek Organizations to attend cross-cultural events through the Presbyterian College Standards of Excellence Program.
 - e) Removing organizations that exhibit racist or discriminatory behavior.
- 4. Orientation/General Education course on diversity
 - a) Students come in unknowing/ill-informed, as such additional education is imperative to creating an inclusive campus.
 - b) FYE/SYE have a multicultural dimension.
 - c) Require students to take a class relating to diversity studies (Race and Violence in US History, African Americans in the Political System, etc.) as part of the General Education requirement.
 - d) Focus on diversity education as part of New Student Orientation.
- 5. Faculty/Staff: Regular required diversity training for any faculty or staff member.
- 6. NCBI workshops: students were unaware
 - a) Create opportunities for all students to attend
 - b) Effectively advertise
- 7. Campus Police
 - a) Not responsive in a timely manner.
 - b) Placing and being quicker to blame on students of color.
 - c) Campus Police needs training on diversity and general police practices (handling situations/responding/etc)
 - d) No implementation of a mobile app
- 8. Orientation Leaders/RAs/Diversity of Student Leaders
 - a) Need more diversity in these areas.

- (1) In orientation, students need to see more POC. Incoming Freshman have left and not enrolled at PC after orientation because of the lack of diversity in orientation leaders.
 - (2) In Residence Life, more Resident Assistants are needed so Student of Color have someone they feel comfortable talking too about sensitive issues.
 - (3) In Student Government, there needs to be an intentional effort to increase the number of students of color running for office.
9. Administration/Faculty needs to be more transparent
- a) KA Incident: There was never a clear directive from administration as to what was happening and what actions would be taken.
 - (1) We are aware that much of the situation was handled from a conduct perspective and required a certain degree of privacy.
 - (2) Most Students are still unclear of the Faculty Senate recommendations and messages about the KA incident.
 - (3) Faculty and Students need to be more active in reporting bias incidents.
 - b) Bomb Threat: While outside of the topic of race, another great example of unclear communication from administration that made students feel unsafe.
 - (1) Students had no idea what was happening, which facilitated the spread of rumors and false information. Student Leaders and RAs were also left in the dark.
 - (2) Several Students left campus for the night because they felt unsafe due to lack of information.
10. KA Incident: Remove symbols, names, and references to the Confederacy (including but not limited to busts, flags, and named events such as Old South Formal and Convivium).
- C. Some Examples of Discrimination and on campus**
- 1. Music professor (no longer at PC) made a derogatory joke at a rehearsal at the expense of students.
 - 2. After the Campus Climate presentation, there was a noticeable tension between students of color and many white professors and students.
 - a) Many students felt there were slurs being spoken behind their backs, professors shooting students down in classroom discussion, and general feeling of animosity between our black students and white students and professors.

VI. Closing Comments

- A. There will be a follow-up meeting after the Fourth of July.
- B. In the meantime, Reagan and Dr. Smith will work to find ways to implement as many of these policy ideas as possible by meeting with the appropriate staff, as well as share these ideas with the new committee tasked to help address the racial issues on Campus.

VII. Adjourn

**Item #15:
PC Promise Scholarship Information**

Students from underrepresented groups demonstrating academic promise. The scholarship was established some six years ago. Those students who qualify for the Pell grant and receive the Life Scholarship as well as the SC Tuition Grant (total \$14,395), the college will waive the remaining tuition fees. The Scholarship does not cover the fees for housing and meals (\$10,480).

1. South Carolina students who qualify for the SC Life Scholarship (**\$5,000**) and are eligible to receive the Federal Pell Grant (maximum amount based upon family's income is (**\$6,095**) may receive this combined financial aid award that covers the cost of tuition. It is important to note that the **Pell Grant program assists undergraduates of low-income families**, who are actively attending universities and or other secondary institutions.
2. Students can also qualify for the **SC Tuition Grant - \$3,300**
3. **LIFE Scholarship:** Eligible South Carolina residents must meet two of three criteria in order to receive this **\$5,000** scholarship:
 - (1) a 3.0 GPA (state uniform grading scale);
 - (2) an 1100 SAT or 24 ACT composite score; or
 - (3) rank in the top 30 percent of the high school class. Students can gain eligibility at Presbyterian College with an average of 30 hours per academic year (fall, spring, and summer terms) and a 3.0 cumulative LIFE GPA.

Renewal: To maintain eligibility, students must maintain a 3.0 LIFE GPA and earn an average of 30 credit hours per academic year (fall, spring, and summer terms). Eligibility for entering freshmen is based on the final high school transcript.

2018-2019 Annual Cost at PC (tables reflect both semesters)

Resident Students

Tuition	\$35,800
General Fee	\$2,210
Technology Fee	\$650
Double Room	\$5,100
All Access Meal Plan	\$5,380
Total	\$49,140

Commuting Students

Tuition	\$35,800
General Fee	\$2,210
Technology Fee	\$650
Total	\$38,660

Item #16:
PC Policy Advisory Board (PAB) on Junior Faculty Retention
Final Report – January 30, 2017

The Policy Advisory Board (PAB) on Junior Faculty Retention was created by the Faculty Senate of Presbyterian College in the Fall 2016 semester to systematically examine issues related to the retention and support of junior faculty (i.e., untenured, tenure-track faculty). The specific charge provided to the PAB is as follows:

This Policy Advisory Board, formed by the Faculty Senate at Presbyterian College, will systematically examine what can be done to retain and support junior faculty prior to tenure. The Faculty Senate, concerned with the loss of junior faculty in recent years, encourages the PAB to methodically analyze reasons for faculty loss in recent years, as well as provide policy recommendations that would assist the College in retaining junior faculty.

The PAB consists of: Evelyn Hunter (psychology); Erin McAdams (political science); Troy Nash (biology); Kirk Nolan (religion & philosophy); Lesley Preston (theatre); Evelyn Swain (chemistry); Jaclyn Sumner (history), and the committee was co-chaired by Erin McAdams and Jaclyn Sumner. Lesley Preston also served as the Faculty Senate Representative.

The PAB met four times as an entire group (September 15, September 29, November 21, and January 26) and based its recommendations on data that was obtained via:

- **An online, anonymous survey of current and recently tenured junior faculty** (see Appendix A for full results and question wording)
- **A focus group of current and recently tenured junior faculty** with the PAB (see Appendix B for anonymous notes from that session)
- **An online, anonymous survey of all former tenure-track or recently tenured faculty who chose to leave PC since 2010** (see Appendix C for full results and question wording)

The Current Faculty Survey and Focus Group of current and recently tenured junior faculty included all current, full-time faculty who are either tenure-track (but untenured) or who earned tenure in the past two years. Recently tenured faculty were included to increase the number of observations in the survey data, obtain additional information from faculty who are closest to the junior faculty experience, and to ensure greater anonymity of survey responses. The total number of junior faculty who were invited to participate in this survey and focus group was 20 (17 completed the survey, and 9 participated in the group session).

All former tenure-track (but untenured) and recently tenured (within one year of leaving) faculty who chose to leave PC since 2010 were invited to participate in the Former Faculty Survey. (The PAB gathered the list of names and current email addresses from their respective divisions; total numbers of junior faculty were confirmed by the Provost's office.) Only those who chose to terminate their positions were included. The total number of people invited to participate was 12, and these represented faculty who chose to leave positions in biology, chemistry, psychology, education, English and history.

Both the current and former junior faculty surveys included questions related to the levels of importance of various factors as well as their overall level of satisfaction with items related to the tenure process, work-related factors, policies & practices, campus climate & culture, and overall experiences at the College. The survey of former faculty also included questions about their end-of-employment experiences and open-ended questions related to their decision to initially seek alternative employment and then choose to leave PC once alternative employment was obtained. Survey question items were adapted from similar survey questionnaires on faculty retention and satisfaction conducted by East Carolina University, James Madison University, University of Albany and Lehigh University. Full results are included in the appendices with specific references to individuals or departments removed.

I. SUMMARY OF RESULTS

A. SURVEY OF CURRENT JUNIOR FACULTY

Importance of Factors Related to Work Experiences of Junior Faculty:

Current junior faculty were asked to rate how important 22 different factors were related to their work experiences.

The factors that were ranked most important (very or extremely important) were, in order of importance:

1. A culture of respect and fairness for people of diverse groups
2. Cost-of-living adjustments
3. Collegiality within your department
4. Clarity of the tenure process
5. Collegiality within the institution writ-large
6. Relationship of faculty with administration

Factors that were ranked by a majority of respondents as important (very or somewhat) also included:

1. Course load / number of courses
2. Base salary
3. Benefits (health insurance, retirement, etc.)
4. Merit-based wage increases

The factors that were rated as the least important (not important at all) by current junior faculty were, in order of lack of importance:

1. PC's athletic involvement / Division I placement
2. Working at a church-related college
3. Geographic location / proximity to urban areas

Current Junior Faculty's Satisfaction with Factors Ranked as MOST Important to Them:

1. A culture of respect and fairness for people of diverse groups

- 50% of those surveyed report being dissatisfied with the amount of diversity of faculty, staff and administration (and none indicated they were very satisfied with this amount of diversity). There was slightly greater satisfaction with the diversity of the students (with 4 satisfied, 6 neither satisfied nor dissatisfied and 6 dissatisfied).
- More than half (56%) of the current junior faculty surveyed are dissatisfied with the level of cultural competency and level of support of diversity & multicultural issues at PC.
- When asked about whether they feel "fairly treated and respected" regardless of a variety of different characteristics (including race / ethnicity, sexual orientation, gender, political orientation and religious affiliation), a mix of current junior faculty agree and disagree with regards to race / ethnicity and sexual orientation. Fewer agree that they are treated fairly regardless of political orientation, and respondents disagreed the most with the statements that they are fairly treated regardless of religious affiliation and gender.

2. Cost-of-living adjustments (COLA)

- Junior faculty are mixed in their attitudes toward their base salary, with just 4 indicating satisfaction, 4 that are neither satisfied nor dissatisfied and 8 that were dissatisfied.
- Greater dissatisfaction, though, emerges when asked about merit-based salary increases (at which none of the faculty surveyed indicated satisfaction) and cost-of-living adjustments (COLA) to your salary. In fact, 69% of all junior faculty surveyed indicated being "very dissatisfied" with COLA to their salaries.

3. Collegiality within your department

- Nearly 63% of junior faculty surveyed report being "very satisfied" with their departments as a place to work. In fact, only 3 current junior faculty report being somewhat or very dissatisfied with their departments as a place to work.

- More than half of junior faculty surveyed indicate that they are satisfied with amount of intellectual engagement they have with faculty in their department and how well they “fit in” with their departments.

4. Clarity of the tenure process

- 60% of current junior faculty are satisfied with the clarity of the tenure process and clarity of the criteria for obtaining tenure (though just 1 person is “very” satisfied with these elements as the rest report being “somewhat” satisfied with this clarity).
- In terms of the reasonableness of the criteria for obtaining tenure, at least half of those surveyed were satisfied with the reasonableness of the expectations for the performance as a teacher, scholar and service – though fewer were satisfied with the reasonableness of expectations for their performance in advising.

5. Collegiality within the institution writ-large

- Junior faculty are clearly divided in their attitudes toward the level of collegiality at the college more broadly (with 6 reporting satisfaction, 6 reporting dissatisfaction and 4 reporting neither).
- More than half (56%) of junior faculty surveyed indicate that they are satisfied with the amount of personal / social interaction they have with their colleagues, the amount of professional interaction with your colleagues, and opportunities to collaborate with senior faculty. Just half (50%) are satisfied with the amount of interest that senior faculty take in their professional development.
- 56% also agree that they feel fairly treated and respected as junior faculty members.

6. Relationship of faculty with administration

- Nearly 63% of junior faculty surveyed disagreed with the statement that “PC has a climate of respect between faculty and administration,” and 56% disagreed with the statement that “PC has a climate of respect between faculty and the Board.”
- 60% of current junior faculty say that, overall, administrators at PC do not care about the quality of life for junior faculty.

7. Other Areas of High Satisfaction & Dissatisfaction

- Three-fourths of current junior faculty who participated in the survey also indicated **high levels of satisfaction** with the influence that they have over the focus of their research and the discretion that they have over the content of the courses that they teach.
- The following represent other elements with which current junior faculty are dissatisfied. For each of these factors, **more than 1/3 of current junior faculty indicated that they were “very dissatisfied” with them** (listed in order of least satisfaction):
 - The morale of existing faculty
 - Mentoring for junior faculty
 - The amount of time you have to conduct research
 - Consistency in the messages (i.e., information communicated during your hiring process vs. your experiences after you arrived at PC)
 - Merit-based salary increases
 - The timeliness of annual performance reviews
 - The effectiveness of feedback received in annual performance reviews

Other Key Points:

- Most current junior faculty are satisfied with their departments, but fewer are satisfied with the College as a whole.
 - 10 of 16 (63%) report being very satisfied with their own departments as a place to work and say that their department cares about junior faculty “most of the time.” Just 3 current junior faculty members are not satisfied at all with their departments.
 - Just 13% are “very satisfied” and 50% are “somewhat satisfied” with the College as a place to work. Nearly one-fourth is dissatisfied with the College as a place to work.
 - Just 32% feel that senior faculty care about the quality of life for junior faculty “most of the time, and 13% feel that the College as a whole similar cares “most of the time.

- More than half (60%) say they have considered or are currently seeking employment at another institution. And when asked whether they would accept their current position at PC if they “had to do it again,” just 9 respondents (56%) said yes. 4 (25%) said maybe, and 2 (13%) said no.
- On a scale of 1 (extremely poor) to 5 (extremely good) for PC “as a place for junior faculty to work,” the average rating was a 2.8.

Recommendations from the Survey of Current Junior Faculty (Ranked in order of desirability):

1. Salary increases (COLA or merit-based)
2. Reduced teaching load (such as a 3-3)
3. More diverse faculty
4. Formal mentoring program
5. Option to select either teaching or research faculty “track”

In addition, the following were mentioned in open-ended feedback: greater support for research; better organization / communication between administration & faculty (i.e., Orientation); negativity of current faculty; greater sensitivity / commitment to junior faculty concerns; and a culture that respects diversity.

B. FOCUS GROUP with CURRENT JUNIOR FACULTY

Following the survey, an open “focus group” session was held on Nov. 17, 2016, to gain more in-depth insight on the survey results as well as other items that were not addressed in the questionnaire. All junior and recently tenured faculty (as well as members of the PAB) were invited to participate. Nine people, representing PAB members and junior faculty from a variety of departments / divisions, attended.

The open session highlighted four key areas for improvement (in order of the most comments made):

- a) Additional support as junior faculty / feeling “valued” at the College – A great deal of comments focused on the general culture at PC that doesn’t make junior faculty (or faculty in general) feel valued. This was directed toward both administration (i.e., not adequately taking faculty concerns into account or providing adequate compensation for the extra work that is expected of faculty) as well as toward senior faculty (i.e., saying / acting negatively toward other faculty and administration). A great deal of the frustration seemed to emerge from feeling over-worked without feeling valued as a member of the PC community or being compensated appropriately.
- b) Greater balance of research and teaching – Comments related to a larger balance of research and teaching primarily emphasized the need for non-financial support for faculty scholarship, particularly from senior faculty. Junior faculty noted that support and expectations for faculty research differed widely across campus, that there is a general attitude among some senior faculty that research detracts (rather than enhances) from teaching, and that there is not enough time to do research. Much of the latter conversation focused on differences across departments as to expectations of office hours and other work that prevents adequate time for research.
- c) Greater standardization of & stronger Orientation for new faculty – Comments on Orientation provided several suggestions for making Orientation more standardized (i.e., from the Provost’s office) rather than relying as much on departmental orientation to the College. Additional attention might be focused on College policies, basic orientation items (i.e., getting keys, getting a computer, etc.) and better transition to PC in general.
- d) Greater faculty training on teaching and advising – Comments on this area indicated that greater training, particularly for advising, is needed as well as clearer expectations for advising.

C. SURVEY OF FORMER JUNIOR FACULTY

Of the 12 former faculty who were invited to participate in the survey, 8 chose to do so. The following summarizes the areas in which former junior and recently tenured faculty were most and least satisfied as well as their open-ended feedback regarding the factors that led them to seek employment elsewhere and their resignation process.

Factors with which Former Junior Faculty were MOST Satisfied:

- Departmental support for balancing personal and professional responsibilities
- Amount of personal / social interaction you had with your colleagues
- Reasonableness of the criteria for obtaining tenure
- How well you “fit in” to your department
- Quality / caliber of the students with whom you interact
- Overall, 5 of the 8 former junior faculty surveyed were satisfied with their department as a place to work, but just one expressed satisfaction with the College as a place to work.

Other factors that were listed in open-ended responses as the most positive factors that they experienced at PC focused on their interactions with colleagues, the sense of community among faculty, interactions with students, the commitment of the faculty to students, and the location / beauty of the campus.

Factors with which Former Junior Faculty were LEAST Satisfied:

- The morale of existing faculty
- The amount of time you had to conduct research
- Cultural competency / support of diversity & multicultural issues
- The quality of facilities
- Most were satisfied with being treated with fairness and respect, but there were a few former junior faculty who indicated that they did not feel that they were treated fairly most of the time due to their status as a junior faculty member, gender or race/ethnicity.

Factors that Led Former Junior Faculty to Seek Alternative Employment / Decide to Leave:

Responses to open-ended questions generally indicated that the same factors that led former junior faculty to begin looking for alternative employment are the same as the factors that were most important to their decisions to leave. The following themes emerged from these responses:

1. Several former junior faculty indicated that overall concerns regarding the direction of the College and its future were important to their decisions to leave. These comments tended to reference the low morale of the faculty, fears of further cuts to faculty lines, the lack of an academic vision and leadership for PC’s future, and the general feeling that PC was a “sinking ship” and “excessively stressful place to work.” A fewer number of former junior faculty also referenced concerns that administration did not hear or adequately respond to faculty concerns as well as poor attitudes of senior faculty toward the direction of the College and assessment, gridlock over PC’s Division I athletic placement, and lack of adequate guidance for assessment.
2. Several former faculty also indicated a primary motivator to leave was the lack of non-financial support (i.e., time) for junior faculty to conduct research. While a few noted that the financial resources (through Faculty Development / Faculty Scholarship) were quite strong, the lack of time and attitudinal support for faculty to conduct research was not.
3. Relatedly, several former faculty indicated that feeling that the workload was too heavy was a primary factor to leave. For example, some referenced the quality of life as “pathetic,” the 4/3 teaching + service + advising workload as “unrealistic,” and that they were “stretched too thin.” Many noted that the teaching, advising and service expectations also limited the amount of time to conduct research and that these expectations were increasing without faculty compensation.
4. Several former junior faculty indicated that the general lack of support for junior faculty – including lack of support for junior faculty to grow personally and professionally, develop leadership skills and participate in College affairs – was a primary reason that they chose to leave PC, though fewer indicated that this was a factor in their motivation to search for alternative employment in the first place. Many pointed to a general feeling of not feeling valued at either the department- or College-level.
5. While most former junior faculty expressed satisfaction with their departmental experiences and interactions with colleagues within their own departments, a few did express that their departments were “dysfunctional” (in their words) and that they felt that the administration did not adequately address alleged incidents of unethical behavior related to their concerns.

6. Just three former faculty expressed any type of personal factor that contributed to their decisions to leave; these included feeling isolated from family, the conservative values of South Carolina, dissatisfaction with school programs for their children; and a change of employment for his or her spouse. Only one former faculty member indicated that higher salary / benefits of his or her new position was a factor in deciding to leave PC.
7. Just three former faculty indicated that basic resources and facilities (such as computers, classroom technology, etc.) were a factor in their decisions to leave.
8. Two former faculty indicated that a factor in wanting to leave PC in the first place included feelings of discrimination and prejudice on campus, and one indicated that in general, PC does not feel “welcoming, safe or affirming for students or faculty with marginalized identities.”

What, if anything, the College Could Have Done to Convince Former Junior Faculty to Stay:

Most of the open-ended responses to this question mirrored information provided regarding their decisions to leave – in other words, adequately addressing the concerns that they had in relation to the culture of PC or other concerns expressed would have kept them at PC. The data also indicated the following:

- Only one former faculty member surveyed indicated that he or she had attempted to obtain a counter-offer from PC, though one additional individuals indicated that he or she had received a counter-offer (even though it was not requested) and one additional individual indicated that he or she had not attempted to do so because of the feeling that counter-offers are not made at PC.
- Three former faculty members said “Nothing” or “Not much” could have been done to convince them to stay, referring again to concerns expressed earlier related to the “sinking ship” feeling.
- A few also suggested that additional communication between administration and junior faculty who are on the market or short-term financial or other items (such as a course release, a one-time monetary “bonus,” etc.) would have helped, as long-term raises were not feasible.

II. INTERPRETATION OF RESULTS

Overall, the themes that can be gleaned from this data suggest that:

- Although the results indicate that there are some distinct areas for improvement, junior faculty (including those who have chosen to leave PC) are generally satisfied with several factors at PC. With few exceptions, intra-departmental satisfaction is high, and junior faculty routinely express satisfaction with the interactions and collegiality among faculty on campus, interactions with students, their base salaries and benefits offered (retirement, etc.) and the location of the College.
- The results also demonstrate that, while some concerns of junior faculty reflect broader concerns of faculty across campus, junior faculty also have distinctive needs and interests (such as transitioning to life as a faculty member, becoming oriented to PC, developing professionally, conducting research, creating a more inclusive and multicultural campus, etc.) as well as systemic concerns about the College, though these appear to be less related to the actual decision to leave / counter-offer process and more related to the culture of PC. In other words, we need to do a better job of making PC a better place for junior faculty to work so that they do not seek alternative employment in the first place – rather than focusing our efforts on what happens when junior faculty are actually leaving.
- The factors that junior faculty say are most important to them are also largely the factors with which they are least satisfied. These include:
 - Cultural competency / culture of respect and fairness for diverse groups
 - Non-financial support for research (e.g., valuing scholarship and innovation, time available to conduct research, etc.)
 - General support for / feeling valued as junior faculty
 - Cost-of-living adjustments
 - Heavy workload / lack of compensation for “extra” work
 - Low morale of existing faculty / overall direction of the College
- Many of the factors that current and former junior faculty concerns emphasize cultural norms and expectations on campus, rather than specific policies or practices. While a few administrative practices have been suggested (e.g., Orientation / transitioning to campus, mentoring of junior faculty, etc.), most of the concerns relate to broader cultural factors. This indicates that junior faculty retention is an issue for both administration and faculty to address, particularly in welcoming junior faculty members’ contributions to the campus community, supporting research and innovations in teaching / advising, and demonstrating respect for diverse groups.
- In addition, while the relationship between faculty and administration could be improved and the College continues to face several challenges, it is important to remain optimistic about the future of PC. Majorities of current and former junior faculty were dissatisfied with the morale of senior faculty, particularly a general pessimism about the future of the College and / or in their departments. Although faculty have a right to raise their concerns on these issues, they cannot discount the effect that dwelling on them has on our junior colleagues and on our students.
- Junior faculty are generally satisfied with the policies and practices at PC, though greater transparency and standardization in policies and practices across departments are needed. This related not only to Orientation and transitioning to being a full-time faculty member, but also consistency in support for junior faculty interests and concerns as well as policy implementation and practices across departments.

III. SUGGESTED RECOMMENDATIONS

Orienting Junior Faculty to PC:

Part of junior faculty retention lies in ensuring that new faculty members are welcomed to the campus community and have the resources necessary to be successful as teachers, scholars, advisors and contributors to the community.

As a result, we recommend that:

- **New Faculty Orientation be strengthened and standardized across departments.** We recommend that the Provost's office work directly with faculty (including new faculty) to develop an Orientation manual as well as stronger Orientation programming to ensure that new faculty have the resources necessary to transition to life as full-time faculty and at PC.
- **A New Faculty Mentoring Program be revitalized through the Provost's office.** While we recognize that some elements of previous mentoring programs were not as successful, we believe that new faculty should be "matched" with current senior faculty (who volunteer for the program) with shared characteristics and who are outside of their departments. Rather than hold monthly (evening) meetings with all mentors/mentees, we recommend that this Program should facilitate two full meetings of all junior faculty with their mentors each semester in the first year to address specific junior faculty concerns as well as transition them to PC (i.e., what PC as a church-related institution means; how to develop professionally; advice for advising students; how to address various concerns in the classroom).
- **The Committee on Excellence in Teaching be revitalized and strengthened (with funding from the Provost's office) to offer regular programs to address innovations in teaching and advising.** While this will provide opportunities for all faculty members to grow professionally, we believe that this will demonstrate PC's commitment to a culture of innovation and growth that will benefit junior faculty the most. We recommend that this Committee be formalized as a standing committee of the faculty that works in conjunction with the Faculty Senate and Provost.

Improving Research Opportunities & Support for Junior Faculty:

Having additional support to conduct research remains a priority to ensure junior faculty satisfaction and retention. While most junior faculty feel that the financial support (i.e., funds for research and conferences through the Faculty Scholarship Committee) are quite strong, non-financial support remains less so. **As a result, we recommend that:**

- **Current funding levels for the Faculty Scholarship Committee be maintained or enhanced.**
- **The College develop Research Assistantship opportunities for students to allow them to use their Federal Work-study funds to work as undergraduate research assistants for faculty.** Such opportunities would not only benefit all faculty conducting research, but further enhance students' research experiences. We recommend that the Faculty Senate, Provost and Office of Financial Aid work together to explore and implement this program (see, for example, <http://oscar.gmu.edu/students/FWS.cfm>).
- **The College develop a competitive Junior Faculty Research Fellowship opportunity** to provide tenure-track junior faculty with a one-semester release from teaching (at full pay) to complete substantial research that will contribute to their tenure and promotion application.
- **The College develop other competitive research opportunities for faculty to apply for one-course release (or one course over-load pay) in order to complete additional research.** As with the competitive Fellowship opportunity above, this will provide additional (non-financial) support to junior faculty to ensure that they have enough time to devote to completing research.
- **Academic departments limit their requirements and / or expectations for faculty to have open office hours to no more than five (5) required office hours per week.** This will also provide additional time and support for faculty to engage in all of their expectations (teaching, research and service) without feeling "overwhelmed."

Creating a Culture of Fairness & Respect for Diversity / Inclusivity / Cultural Competency:

It is clear that this is one of the most important factors to junior faculty at PC, and yet, it remains one of the factors with which junior faculty are least satisfied.

- **The PAB on Junior Faculty Retention endorses the recommendations put forth by the recent final report of the Diversity Task Force.** Clearly, we are recruiting faculty who not only represent diverse groups but who are also committed to ensuring that the College becomes a culture that welcomes and respects diversity. As much work has already been done to define the ways in which the College could become a more welcoming environment for diverse groups and demonstrate greater cultural competency, we support these recommendations that have been previously been proposed by the Diversity Task Force.
- **We also recommend that all members of the PC campus community engage in greater civil discourse, demonstrate respect and fairness to members of diverse groups, and support steps necessary to make the College more inclusive.**

Valuing the Voice and Contributions of Junior Faculty:

A central component of retaining junior faculty is demonstrating that their contributions to the College are valued.

As a result, we recommend that:

- For faculty members with previous full-time teaching experience, **the College allows any years that are applied to the tenure-clock to also apply to the sabbatical-clock as well.** Currently, this is a benefit that incoming faculty can negotiate, but we recommend that the application of tenure-clock and sabbatical-clock years be standard practice for incoming faculty with additional years of experience.
- **Incoming faculty be reduced to a 3-3 teaching load in their first year at PC** (then move to the standard 4-3 teaching load in their second year). Particularly for incoming faculty with limited teaching experience, the time needed to develop and prepare for new courses is most needed. This would further allow junior faculty to develop strong teaching skills early in their careers.
- **Academic departments adopt more democratic processes of decision-making for intra-departmental decisions,** rather than relying on seniority (or other hierarchical) decision-making processes, to further encourage and value the contributions of and participation by junior faculty. This might apply to decisions related to the direction of the department / program, determining class schedules, the selection of chairs, the selection of Faculty Senate representatives, etc. This recommendation also will ensure greater value of and contributions by faculty who represent diverse groups (as more junior faculty tend to also be women, minorities, etc.).
- **Academic departments provide greater flexibility / freedom for junior faculty to develop or teach new courses.** We recommend that junior faculty be encouraged to develop new courses based on their areas of research specialization or teaching expertise to contribute to the curriculum and / or teach at least one upper-level course related to their area of specialization per semester.
- **Annual performance reviews be conducted on a timely basis.** Particularly for junior faculty, adequate feedback on their performance is essential to evaluate their strengths and areas for improvement to ensure their professional development and success at PC.
- **The College implement increased recognition for junior faculty accomplishments in research and teaching.** While this may take on several different forms, the College might consider adding a “Junior Faculty Member of the Year” award to recognize the accomplishments of junior faculty early in their careers.
- **The Provost and President of the College have a standing meeting with junior faculty each semester.** This will further open the lines of communication between administration and junior faculty, provide junior faculty with the ability to raise concerns or discuss various issues of importance to them, and demonstrate further the way in which the College values junior faculty.

Valuing the Contributions of Faculty Writ Large:

While many of the needs, interests and concerns of junior faculty are distinctive to their experiences, some also reflect those that impact faculty members more broadly (i.e., overall direction of the College, low morale of current faculty, compensation for additional work expectations, etc.). Although the following recommendations will benefit all faculty, we believe that these are important to also creating a culture that retains junior faculty as well. **As a result, we recommend that:**

- **Cost of living adjustments (COLAs) be provided to all faculty to counteract the effects of inflation.** While we recognize the financial challenges that PC (and all liberal arts colleges face), this is imperative

that faculty salaries are adjusted to account for these changes and ensure that they are compensated adequately for the work that they complete. We recommend that the College engage in a COLA analysis every other year and provide for these adjustments accordingly.

- **The College establish a “banking system” of faculty-led directed studies, independent studies and research projects, selected readings and special projects to provide compensation for faculty work in these areas.** These types of programs and projects are “high-impact” activities that greatly enhance students’ educational experiences (and/or are necessary to ensure that students graduate on time and meet graduation requirements); and yet, no compensation is provided to faculty to conduct these experiences with students. We recommend that the Provost and Faculty Senate work together to develop a “banking system” (or other compensation program) for faculty members who accrue a certain amount of these types of projects for either course reduction or an overload in pay. **We also recommend that the College develop more standardized policies and practices related to these activities and their oversight** (e.g., how often faculty meet with students, deadlines for proposals, etc.).
- **The College establish a “Best Honors Research Paper” Award** to recognize the student with the best Honors Research project to recognize that student as well as his or her faculty advisor. We also recommend that the College develop additional ways in which to recognize faculty accomplishments in research and their supervision of undergraduate student research.
- **The College develop a standardized manual for all departmental chairs** to further standardize policies and practices across academic departments related to administrative matters, including peer observation of junior faculty’s teaching for their annual performance reviews and tenure portfolios. We also recommend that current policies related to faculty service (e.g., term length to serve as chair; time served on committees) be regularly reviewed and enforced.
- **The Faculty Senate engage in a systematic study to investigate current faculty morale and propose additional recommendations to make PC a better place to work for all faculty.** While many of the factors related to junior faculty retention were unique to their experiences as junior faculty, there were also several factors that reflect areas of potential improvement across campus as a whole.

The PAB also recognizes and supports ongoing efforts by the College to enhance the quality of work experiences for faculty and provide leadership to enhance PC’s future. For example, the current strategic planning process will provide an academic vision for PC’s future, which was noted by many former faculty members as a priority. Also, through the Quality Enhancement Plan (QEP), the College will provide compensation for faculty who advise first-year advisees during the summer, which helps to address the lack of compensation for “extra” faculty work. Thus, we recognize that the College is already beginning to address some of these concerns raised by our examination of junior faculty retention, and we support these – and other – initiatives designed to enhance PC as a place to work.

The PAB on Junior Faculty Retention thanks the Faculty Senate for the opportunity to provide a systematic examination of the factors to improve junior faculty retention. We encourage the Faculty Senate to consider and endorse these recommendations and move quickly to ensure their implementation.

Off-Campus Materials

Please also review the following off-campus materials.

These links are external and require Internet service to access them:

- [“Reclaiming Reconciliation: The Corruption of ‘Racial Reconciliation’ and How it Might be Reclaimed for Racial Justice & Unity”](#) article by Dr. Douglas Foster (*Journal of Ecumenical Studies*)
- [Furman University’s “Seeking Abraham” Report](#) (Furman University’s Task Force on Slavery & Justice”
- [“A Leadership Guide for Promoting Race Equity & Inclusion in the Workplace”](#) (South Carolina Race Equity and Inclusion (REI) Partnership)