



**Report of the Campus Climate Task Force
Claremont McKenna College
2011 - 2012**

I. Background

As a college matures so does its need to be self-reflective about what it has done well and what it can do better. Beginning in 2000-01, Claremont McKenna College began to reflect upon its diversity efforts to evaluate what was working, what was not working, and what needed attention. In 2002-03, the James Irvine Foundation awarded CMC a three-year, \$700,000 grant as part of a campus-wide diversity initiative. CMC committed these resources to “increase faculty diversity, add new perspectives to the curricula, enrich the campus climate, add student services staff, and increase minority enrollment and retention.”¹ The College dedicated funds to support curricular development by faculty who wished to incorporate diversity education in their courses. Additionally, diversity training and programs increased across the campus, and an Assistant Dean of Students for Mentoring and Programming was hired to provide specialized support for underrepresented students, including the queer community and students of color. A Diversity Committee was formed comprised of students, faculty, and staff to serve in an advisory role to President Gann and to formalize conversations about diversity at CMC.

Over the last decade, the Diversity Committee has evolved from a group of more than 40 members to a smaller, Special Committee of the College with approximately 15 student, faculty, and staff representatives. Chaired by an Associate Dean of the Faculty since July 2005, the Committee has met several times each semester to consider diversity as it relates to various aspects of the CMC community including residential life, curriculum, and training. The work of the Committee has been instrumental in ensuring that issues of diversity are recognized and prioritized at the College.

In the summer of 2011, members of the Diversity Committee voiced concern that the active role of the Committee had decreased in recent years and that the existing model by which the members gathered for ongoing dialogue about diversity had become stale and limited in effectiveness. While the conversations were meaningful, actions to address those conversations were not keeping pace. This was regarded as particularly concerning given CMC’s commitment to educate thoughtful, productive leaders. In this increasingly integrated global market, transformative leaders will be called upon for solutions to complex problems. Our graduates should be perceptive, thoughtful strategists who are able to engage critical questions that transcend a narrow world view—graduates who are able to foster environments in which diversity of thought and perspective is valued. Indeed, CMC’s Statement on Diversity,² approved by the Board of Trustees and the Faculty, affirms the community’s shared commitment to recruit and retain the most talented and exceptionally promising students, faculty, and staff. The community is to represent a broad spectrum of political and academic philosophies, and is to reflect diversity in terms of race, ethnicity, gender, geographic region, age, sexual orientation, and life experiences.

¹ The James Irvine Foundation, Grantee Report Guidelines for Claremont McKenna College.

² <http://www.cmc.edu/dof/diversity.php> Approved by the CMC faculty and Board of Trustees, spring 2007.

Receptive to the concerns of the Diversity Committee, Vice President of Academic Affairs & Dean of the Faculty, Greg Hess, and Vice President for Student Affairs, Jeff Huang, decided to take a step back from the College's focus on the concept of diversity and instead look at CMC from the perspective of "campus climate." The question they pondered was, "What can CMC do to improve the atmosphere and feeling of inclusiveness for all people at the College?" In fact, colleges and universities across the nation are grappling with similar questions. In the case of CMC, faculty and staff from *every* academic and administrative department are committed to providing the strongest educational experiences possible. How then might an appraisal of CMC's campus climate result in actions that will facilitate those efforts?

With the support of President Gann, Vice-Presidents Hess and Huang decided to suspend the Diversity Committee for a year and instead, to constitute a task force similar to that of the highly successful Alcohol Task Force of 2009-10. They re-cast the topic of diversity into a more encompassing definition of campus climate and defined the objective of the task force as follows:

To conduct a comprehensive exploration of CMC's campus climate with a special eye toward areas of diversity that can be improved to create a more productive learning and workplace environment for students, faculty, and staff.

VPs Hess and Huang envisioned the Campus Climate Task Force (CCTF) to have an equal composition of students, faculty, and staff so that all of the major groups who have daily, on-site interactions at the College would be represented in the discussions. The CCTF was co-chaired by Greg Hess and Jeff Huang and was composed with the following members:

Students (5/semester): Meagan Biber '12, Marcel Hite '14 (spring only), Jessica Mao '12, Erikan Obotetukudo '13 (fall only), Aditya Pai '13, and Kathryn Yao '14.

Faculty Members (5): Hilary Appel (Government), Ananda Ganguly (Economics), James Nichols (Government), Ellen Rentz (Literature), and Diana Selig (History).

Staff (5/semester): Georgette DeVeres (Financial Aid—spring only), Andrea Gale (Human Resources), Dianna Graves (Dean of the Faculty's Office), Jennifer Marana (Dean of Students Office—fall only), Mike Sutton (CMS Athletics), and Colleen Wynn (Institutional Research).

During the 2011-12 academic year, the CCTF met seven times, and each meeting lasted 90-120 minutes. The total College investment of student, faculty, and staff time to this project was approximately 225 hours. Minutes were taken at each meeting and placed into a Sakai website for CCTF members to review.

II. Current Situation

Overall, members of the CMC community seem to be generally happy with their experiences at the College. Many people report a sense of appreciation and pride to be affiliated with CMC, but there are also those who feel disenfranchised. CMC has much work to do in its cultivation of an ideally inclusive campus, but it is encouraging that the number of people giving increased attention to diversity and inclusivity at CMC is growing.

Survey data regarding perceptions of campus climate do not currently exist for faculty or staff; however, CMC students have been issued the Campus Climate & Student Life Survey six times since 2002 with a consistent response rate of 30-50%. Approximately 30 questions (1/3) on the survey

relate specifically to ethnicity/race, gender, and sexual orientation. While a more comprehensive analysis of the longitudinal results is available in the Diversity Committee Report (2011), several points were particularly salient in the CCTF discussions.

First, it is worth noting that on average, 90% of respondents indicated that they feel other students at CMC treat them well. Similarly, a large majority of students noted that they would recommend CMC to siblings or friends as a good place to go to school. These are positive aggregate results; however, the variation among responses by Black and Latino students was more pronounced. For example, in the 2010 survey just under 60% of Black student respondents agreed with the statement: “The CMC campus is free of tension related to ethnicity/race” as compared to 80% of the aggregate respondents. The survey also revealed concerns about tensions regarding gender and sexual orientation. In 2010, only 60% of total respondents agreed with the statement: “The CMC campus is free of tension related to sexual orientation.”³

These sentiments were substantiated by students on the task force who described a pervasive, “hyper-masculine” and heteronormative ethos at CMC that generally discourages the expression of nonconforming gender identities and sexual orientations. Students (and for that matter, faculty and staff) who deviate from normative gender roles may feel uneasy, alienated, or even threatened as members of the CMC community. These feelings are exacerbated in a campus culture that condones “joking” about gender, sexual orientation, race, and religion. A lack of awareness and insensitivity to offensive comments and jokes are especially prevalent when students have been drinking alcohol. There is a sense that students are given carte blanche to act inappropriately if they have been drinking, i.e., “Well, he/she was really drunk...” Members of the task force provided numerous accounts of social interactions among students in which offensive comments were made, or disruptive (even threatening) activities occurred with few, if any, students intervening to curb the behavior.

Students also referenced a night-life at CMC that is charged with an undercurrent of negative sexual tension between men and women. While female students are valued as friends and intellectual colleagues during the day, at night and particularly on the weekends, female students reportedly feel they are objectified targets for sex or “hook-ups.” Navigating the party scene at CMC, especially when alcohol is involved, can be difficult in this regard for both men and women who feel pressure to conform to gender roles that prescribe aggressive pursuit of sex by men, and suggestive (if guarded) interactions by women. This odd paradox between the day and night lives of CMC students may contribute to a culture in which victims of sexual misconduct and violence are discouraged by their peers from complaining or reporting incidents, and are instead encouraged to “let it go.”

This reluctance of students to report behavioral misconduct similarly exists for issues in which a person’s race, sexual identity, or sexual orientation plays a role. Members of the task force expressed a strong commitment to curb assaultive behaviors and to empower victimized individuals to report.

Tensions are not limited to the student population. Though survey data regarding campus climate have not been collected for faculty and staff, task force members noted that the recruitment and retention of diverse employees to CMC has been a challenge, at least in part, as a result of what some view to be unwelcoming attitudes of those already employed at the College. Stories of individuals, some of them documented in letters to administrators or colleagues, reveal instances in which members of the professional community have felt devalued, or have been harassed because

³ Campus Climate & Student Life Surveys 2002-2011.

of their gender or sexual identity. Some faculty have reportedly been afraid that researching or teaching in gender or ethnic studies would diminish their chances of achieving tenure.

It was clear to the CCTF that there is work to be done to mitigate these tensions, to reduce the incidence of harmful behavior, and to gather additional information about the perceptions and experiences of faculty, students, and staff. Most critically, as emerged in the dialogue of the CCTF, it is important to recognize that a healthy campus climate encompasses many aspects of the College including, but not limited to, its physical structure, policies/procedures, composition of the people, academics, curricular offerings, and co-curricular activities. Context matters. Each person in the community has a unique set of experiences that influences the way each perceives and responds to the range of contexts in which diversity issues come to bear. Early in the process, the CCTF embraced the concept of an “inclusive campus” with an overarching goal to help people understand both the overt and nuanced aspects of what it means to be a member of a community that values, supports, and encourages diversity in its many forms, and in so doing, arms each person with the tools to mount appropriate responses for a full range of situations and contexts.

So what might an inclusive campus look like? The CCTF generated a list of over 40 qualities that would characterize such a campus. Five notable examples include:

- Members of the campus community feel safe to be who they are and to express themselves fully. They have the skills, knowledge, and inspiration to resist a culture of silence, conformity, and complicity.
- Faculty, staff, and student leaders use any incidents that arise as teachable moments to advance a culture of inclusion.
- The academic and social environments facilitate positive interactions among people of different backgrounds and beliefs as they communicate with and learn from one another. The contributions of all community members are valued.
- The college addresses specific diversity concerns (including those around race, gender, and sexual orientation) within the context of a broader commitment to inclusivity and equity.
- The college regularly surveys its programs, curriculum, and policies to ensure that they reflect principles of equity and inclusion.

The Campus Climate Task Force believes that CMC is in a good position to implement significant recommendations that will help bridge students (past, present and future), faculty, and staff in ways that will contribute to the intellectual and social vitality of the College. Much progress has already been made and the commitment of the offices of the President, Academic Affairs and Student Affairs has never been stronger. With that in mind, the remainder of this report details the CCTF methodologies, findings, and recommendations.

III. Methodology

As evidenced by the representative composition of the task force, VPs Hess and Huang emphasized the importance of exploring campus climate from multiple lenses in a way that considered many of CMC’s constituents, both as they exist independently and as they interact within the functions of the

College. Members were encouraged to share thoughts and opinions candidly, and they agreed to keep the specifics of meeting proceedings confidential to support the open exchange of ideas.

In its initial meeting, the task force reviewed institutional diversity statistics as well as longitudinal data from the Campus Climate & Student Life Survey. Each participant was challenged to generate a list of the five most defining characteristics of CMC, and a list of five or more characteristics of what was termed “the ideally inclusive campus.” The identified characteristics were compiled into a single list by VP Huang. In each subsequent meeting, the CCTF reviewed the list in 10-item increments and explored them from multiple perspectives in three framing contexts identified as among the most salient at CMC: race, gender, and sexual orientation. With the aim to consider inclusivity more broadly, the CCTF also discussed other perspectives such as immigration status and socioeconomic status. During these conversations, institutional strengths and shortcomings were identified with special attention paid to potential recommendations. Additionally, near the end of the process, each task force member individually explored campus climate as related to a specific constituent and reported back to the larger group. The constituents included: international students and faculty, non-English speaking staff, non-affluent students, coaches, student-athletes, support staff, prospective faculty, junior faculty, biracial community members, and alumni.

The meetings of the CCTF were meaningful and productive. The members engaged “campus climate” in a direct and intentional fashion. Participants were thoughtful in their comments and were committed to arriving at recommendations that could enhance the diversity of the campus in a more inclusive way while supporting the endeavors of all its community members.

IV. Findings

A. *The Formative Years*

Claremont McKenna College faces a number of challenges when it comes to issues of diversity and inclusivity. Indeed, a substantial challenge lies in its historical roots dating back to the founding of the institution in 1946. Established as a college for men, CMC was different from other small colleges from the start, promoting an education for young men that balanced a demanding liberal arts curriculum with pragmatic training in public affairs and economics. The College’s founders were largely war veterans who grew up in the era of the Great Depression. Recently returned from WWII, they were eager to educate a generation of men who would be prepared to lead the country in what was viewed as a pivotal moment in the nation’s history. On September 23, 1946 the College enrolled 86 men, the majority of whom were returning servicemen funding their education on the GI Bill.⁴ Barrack-like dorms were constructed and the administration and faculty recruited students to Claremont who were thought to have the maturity, work ethic, and intellectual ability to pursue rigorous study. The Founders supported open intellectual exchange, establishing a campus ethos that was decidedly conservative in the early years. The College was marketed as an alternative to the Ivy League where students would receive training from exceptional teacher-scholars without the superfluous distractions of a large school. College officials stressed the importance of small classes with faculty who taught in a lecture style. As a result, students were exposed to a more structured curriculum than one might expect from similar institutions.

⁴ Starr, K. (1998) *Commerce and Civilization Claremont McKenna College: The first fifty years 1946-1996*, CMC Board of Trustees, p. 2.

In its earliest years, Claremont Men's College provided an education grounded in what was considered among the most valued American principles, namely patriotism. Students were expected to be socially responsible persons, acquiring skills that would allow them to lead productive lives in a flourishing free market. CMC's unique position among The Claremont Colleges, particularly its proximity to Scripps College, helped shape the social education of its students, and contributed to its reputation as the most politically conservative and male-oriented institution in Claremont. Administrators and faculty were generally pleased with the opportunities the College afforded its young men including the campus, the athletic program, the curriculum, and its location, which allowed for convenient interactions with other students in Claremont. These sentiments are evident in early CMC publications, such as the *Claremont Men's College Bulletin* and appealed to those families in search of an outstanding academic institution to which they could trust their boys (as they were generally referred to) to study hard, play hard, and to build friendships with women that could result in lasting marriages. Moreover, CMC offered the best of the coveted Ivy League, but was located in the burgeoning economy of the West Coast.

B. Evolution of the College

The Founders of Claremont Men's College and the institution's early supporters were passionate advocates of education, brilliant scholars, businessmen and American patriots. The remarkably fast-paced growth of the College, in terms of renown, size, endowment, and global impact is testament to the Founders' vision and the extraordinary efforts of faculty, students, and staff over the decades. Yet CMC's emergence as a leading liberal arts college was fraught with challenges, many centered on the divisive opinions among those in the CMC community concerning how the College should position itself on issues regarding the military, race, and in the latter half of the 1970s and beyond, gender. In the tumultuous national climate generated by the civil rights movement and Vietnam War, CMC, like most institutions of higher education, confronted deep-seated practices that, intentional or not, conceived of education from a primarily white, heteronormative, upper-class, male perspective. Tensions regarding race began to escalate in the 1960s and were manifest in various instances on the campus. For example, in Kevin Starr's (1998) historical review of CMC's first fifty years, he describes a minstrel show that was sponsored by the Stag Glee Club and protested by members of the NAACP in December, 1961. (p. 223) Many at CMC, including some members of the administration, viewed the glee club event as harmless fun, but there were those on campus and in the community who found the event racially offensive and urged the College to respond.

As was true for most colleges in the 1960s, CMC's social and intellectual climates were marked by intensified opposition to the Vietnam War and racial tension. In 1968, there were 17 African-American students enrolled at CMC.⁵ The establishment of a Claremont Colleges Black Student Union that year led to a number of demands from the student body including the increased enrollment of Black students and mandatory student fees to support scholarships for minority students. (Starr, 1998, p. 225) The CMC president, along with the other Claremont Colleges' presidents, pledged to offer admission to at least 10 percent Black students starting in fall, 1968. Two years later, the College was criticized for failing to enroll an adequate number of Black students and for failing to offer Black students attractive financial aid packages. (Starr, 1998, p. 227) Dr. King's assassination then fueled the impetus to establish an intercollegiate center for Black Studies, yet another proposal that was hotly debated by CMC faculty, students, and staff.⁶

⁵ Starr, K. (1998). *Commerce and Civilization Claremont McKenna College: The first fifty years 1946-1996*, CMC Board of Trustees, p. 223.

⁶Starr, K. (1998). *Commerce and Civilization Claremont McKenna College: The first fifty years 1946-1996*, CMC Board of Trustees, p. 226-227. The Black Studies Center of the Human Resources Institute of the Claremont Colleges was ultimately established in fall,

CMC grappled with the diversification of its student body, and debated hostilities in Vietnam throughout the 60s and early 70s. In 1972, conversation about moving to co-education added another layer of complexity to CMC's emerging identity in the higher education landscape. By that time, many previously all-male colleges and universities around the country had opened their doors to women. After deliberations lasting almost three years, with mixed responses from existing students and alumni, the Trustees voted to admit women in 1975 and in 1976, CMC enrolled the first class.

Throughout the 1980s, the move to coeducation slowly shifted CMC's position in higher education. When the College opened its doors to women in 1976, it was not long after the passage of Title IX, which prohibits sex discrimination in education. Despite this legislation, many of the earliest women at CMC reported feeling out of place in a school that was designed for and administered almost exclusively by men. At a November, 2012 gathering of CMC alumnae, one woman who graduated from CMC in 1982 described her time at the College as "one to be endured, not enjoyed."⁷ Other classmates agreed, though all noted that they valued their degree and respected the College.

The 1980s were a time of significant growth and a strengthening of the College's academic program and national reputation, but the decade was punctuated by internal struggles regarding political, racial, and gender tensions. One member of the CCTF remembered that period of the College's history as being marked by overt misogyny. Others recalled hostility toward gays and lesbians. In 1989, for instance, a prominent faculty member publicly attacked the gay liberation movement in a valedictory lecture on campus and in a publication. (Starr, 1998, p. 304) While other liberal arts colleges at the time were pursuing affirmative action policies and developing ethnic studies and women's studies departments, many faculty and administrators at CMC resisted those trends, in part contributing to the College's reputation as a place that was unfriendly to people of diverse backgrounds and to those interested in such topics.

In the early 1990s, tensions regarding diversity again intensified in large part due to a report from CMC's regional accrediting body, the Western Association of Schools and Colleges (WASC). In 1990-91, WASC engaged the reaffirmation of accreditation process (which generally takes place every ten years) with CMC. Though the final report praised the establishment of CMC as a leading liberal arts college, it also criticized the College's recruitment and retention of talented women and persons of color in the faculty and challenged CMC to consider practices that would contribute to the educational success of all its students, with specific attention paid to minority students. (Starr, 1998, p. 318) Indeed, the Commission has repeatedly noted the need for CMC to address issues of diversity. WASC's letter in 2000 made recommendations for increased attention to diversity and campus climate issues for minorities. Similar concerns were articulated in 2009 in the WASC Visiting Team Report following the College's Capacity and Preparatory Review. At that time, WASC again noted its particular concern about CMC's challenge to recruit and retain women in the faculty.

CMC is taking steps to allay these concerns. Today, women make up over 30% of the full-time faculty and nearly half of the student body.⁸ Changes in financial aid policies and recruitment abroad have resulted in greater socioeconomic diversity and a marked increase in the number of international students at the College. The international representation of faculty has also increased as growing numbers of talented international graduate students complete their degrees and enter the professoriate. CMC has capitalized on this influx of new talent: 65% of the current faculty were

1969. Fifty-six CMC students were enrolled in Black Studies courses, but it should be noted that the 23 courses in the program were mostly already in existence and cross-listed in other departments.

⁷ Personal correspondence with CMC Alumna, '82. November 2, 2012.

⁸ CMC Strategic Indicators Report, 2012.

hired within the last 13 years, and the College has enjoyed a rich pool of international candidates in an array of disciplines including economics, science, mathematics, psychology, and international & comparative politics. The recent recruitment of professors with expertise in south Asian studies and Arabic has also yielded outstanding international faculty.

CMC has continued to expand its curricular offerings to include a broad swath of liberal arts disciplines; yet, the College has remained true to its mission to educate students for thoughtful and productive lives and responsible leadership in business, government, and the professions. Members of the community are increasingly aware of the need for CMC to not only embrace, but truly take advantage of and continue to expand the diversity of the institution. Whether fueled by the urgency to compete in an expanding global economy, or by the focus on recruiting the best talent, or by an ethical imperative to extend equitable opportunity to *everyone*, many at CMC are working to cultivate an inclusive community that fosters academic and social growth more broadly than ever before. Most courses at CMC today are pedagogically designed to facilitate intellectual debate among students. Courses across a much wider range of disciplines and subjects are available. Positive relationships with our sister institutions in Claremont have been formalized and collaborative efforts across The Claremont Colleges are bridging what may have formerly been characterized as irreconcilable, philosophical differences. CMC faculty, students, and staff are actively engaged in conversation about “difference” not only in terms of race/ethnicity, gender, and sexual orientation, but also in terms of socioeconomics, political views, religious views, etc.

C. Data

Despite this progress, CMC continues to face real challenges in its efforts to create an inclusive campus. Most obvious is a lack of representative diversity, that is, the number of students, faculty and staff who identify as members of underrepresented groups. Table 1 indicates the percent composition of students, faculty, and staff as reported to the Integrated Postsecondary Education Data System (IPEDS). CMC’s number of domestic students who self-identified as “Black or African-American” has not topped 4% since fall, 2007. Conversely, the number of non-resident students has increased over that time period, from 4.9% in 2007 to 12.1% in 2012. This has contributed in part to the decrease in the percent composition of White students from 53.3% in 2007 to 45.06% in 2012. Interestingly, from 2006 to 2011, the percent of students who did not identify their race/ethnicity more than doubled from 8.33% to 18.03%.⁹

The number of tenured and tenure-track faculty increased 18.3%, from 104 in 2007 to 123 in 2011.¹⁰ As shown in Table 1, the percentages by race/ethnicity and gender are consistent—no category changed by more than 4.1% from 2007 to 2011. Although women make up nearly one-third of the full-time CMC faculty, evidence from the American Association of University Professors suggests the College lags behind other baccalaureate institutions. The 2006 *AAUP Faculty Gender Equity Indicators Report* noted an average of 41.7% women in the full-time ranks of faculty at institutions in a sample of 180 private-independent baccalaureate colleges in 2005-06.¹¹

⁹ Source for the statistics in this paragraph: CMC Factbook, 2012, as reported to IPEDS. Data confirmed by Office of Institutional Research.

¹⁰ Source: IPEDS Human Resources survey, tenured & tenure-track only. Excludes faculty on unpaid leaves and faculty counted as staff (Dean of the Faculty, Dean of RDS, Dean of Keck Science, and CIO). Includes Keck Science faculty assigned to CMC in a given year.

¹¹ West, M.S. & Curtis, J.W. (2006) *AAUP Faculty Gender Equity Indicators Report*

CMC’s staff is considerably more diverse in terms of race/ethnicity than the student and faculty populations; however, these numbers too have remained fairly constant over the last several years. It is important to note that while not recorded in Table 1, the diversity among administrative staff is far less than that of the aggregate staff, which includes a largely Hispanic/Latino population that works in CMC’s Facilities and Campus Services, and Food Services.

Table 1. Race/Ethnicity and Gender 5-Year Snapshot	Students		Faculty		Staff	
	2007	2011	2007	2011	2007	2011
American Indian or Alaska Native	0.2%	0.1%	1.0%	0.8%	0.5%	0.0%
Asian	13.2%	11.5%	10.6%	8.1%	9.5%	10.8%
Black or African American	4.5%	3.3%	2.9%	2.4%	4.1%	5.0%
Hispanic or Latino	12.6%	8.3%	3.8%	2.4%	23.4%	26.7%
Native Hawaiian or Other Pac. Islander	n/a	0.1%	n/a	0.0%	n/a	0.0%
White	53.2%	45.3%	79.8%	79.7%	62.6%	56.3%
Two or More Races	n/a	4.6%	n/a	0.0%	n/a	0.8%
Race/Ethnicity Unknown	11.1%	18.0%	1.9%	2.4%	0.0%	0.4%
Nonresident Alien	5.1%	9.1%	0.0%	4.1%	n/a	0.0%
Men	54.4%	52.7%	73.1%	72.4%	40.1%	40.0%
Women	45.6%	47.3%	26.9%	27.6%	59.9%	60.0%

Source IPEDS.
 Students - IPEDS Enrollment survey, degree-seeking students (full & part-time 2011, unduplicated headcount 2007.)
 Faculty - IPEDS Human Resources survey, tenured & tenure-track only.
 Staff - IPEDS Human Resources survey, full-time staff only

Currently, data regarding sexual orientation are not collected.

V. Affirmations and Recommendations

By some, CMC is perceived as an institution that fails to prioritize diversity and lacks sensitivity to diversity issues. While the CCTF agrees that the College has much to do to shift these sentiments, it also believes that some of these perceptions are vestiges of its history that are perpetuated by a demonstrated lack of Black, Latino, American Indian and other underrepresented persons in the community. Moreover, services to support the achievement of everyone in the community may be deficient in some areas. Although many institutions of higher education face similar challenges, CMC is in a position to facilitate change.

Realizing a truly inclusive campus at CMC will require the thoughtful mitigation of *perceived* problems as well as an intentional and directed effort to address its *actual* problems. The CCTF believes its recommendations will affirm CMC’s existing strengths, while working to accomplish both facets.

A. Affirmations

The Campus Climate Task Force would like to affirm several characteristics of Claremont McKenna College that will serve the institution well as it strives toward a more inclusive community.

1. CMC’s institutional mission, its existing statement on diversity, and its unique academic niche in the greater liberal arts landscape advantageously position the College to engage

issues of diversity and inclusivity in ways that will prepare students for success in an increasingly diversified, global economy.

2. The College's commitment to the freedom of inquiry is widely reflected in the teaching and scholarship of its faculty and the intellectual curiosity of its students.
3. CMC's ascension as one of the premier colleges in the nation is testament to the quality of its people. Its position in U.S. higher education carries with it an obligation to reflect on its institutional values and its role in shaping the future leaders of the nation.
4. CMC is a well-resourced institution with a geographic location that allows the community to benefit from meaningful formal and informal interactions among students, faculty, and staff both on its own campus and those of the other Claremont Colleges, as well as in the greater southern CA region.
5. When united with a shared sense of purpose, the CMC community has a demonstrated record of mobilization and call to action. The intelligence, fortitude, and work-ethic of all its constituents are among the College's greatest assets.
6. CMC has longitudinal diversity statistics and excellent student data from national and institutional surveys, as well as internal and external reports that can be used to inform policy and help educate the campus on perceived and real problems as related to diversity issues at the College.

B. Recommendations

The CCTF recognizes that addressing diversity issues in the context of inclusivity is a sensitive and challenging undertaking. The CCTF further recognizes that an implicit danger when engaging conversations about diversity is the inadvertent imposition of normative standards and individual biases. The task force members have done their best to minimize these biases and to avoid any disregard for the multiplicity of identities and perspectives that exist within the broadly categorized, underrepresented populations discussed in this report. However, it should be made clear that the CCTF took on this work with a consensus view that *diversity is valuable and inclusivity is a desirable feature of an academic institution*. With this in mind, the CCTF has worked to present meaningful recommendations that are appropriate for building an inclusive community. The members believe the implementation of these recommendations will make a significant contribution in the short-term, while laying a solid foundation for future efforts as the College continues to evolve. The departments that will assume primary responsibility for the implementation of the recommendations are identified in parentheses.

1. Community Composition

- 1.1 Establish an endowed professorship for a prominent scholar who incorporates race, ethnicity, sexual orientation, or gender studies in research and teaching.** This prestigious professorship would reside in an existing department. Broadly trained in the theories and methodologies of an existing CMC major, the scholar would teach in the major while offering courses and providing training in, for example, gender studies. The professorship should be honored and publically supported in a variety of means by the College administration. (Academic Affairs)

- 1.2 Identify best practices in recruiting and hiring that will allow CMC to increase the number of women and persons of color, and other underrepresented minority populations in the faculty and administrative staff.** These practices should include the shaping of positions and job descriptions to assist departments seeking an applicant pool that is both diverse and of the highest caliber. CMC is not alone in addressing the challenge of identifying, securing, and retaining outstanding faculty/staff of color and women. A quick online search reveals dozens of excellent resources to help guide institutions in determining practices that work and to develop assessment tools for monitoring those efforts, both at the department and institutional levels. (Human Resources, Academic Affairs)
- 1.3 Explore possible partner accommodation practices that would help CMC to extend attractive job offers to faculty and staff with partners who may face relocation challenges.** Relocating to southern CA creates significant challenges for faculty/staff and their families, particularly for female faculty who are more likely to have spouses in the workforce. Formalizing practices to assist their partners in identifying job opportunities in the region could help mitigate these challenges considerably. Some institutions, including Williams College, have established small offices dedicated to employment counseling for the partners of prospective faculty and administrative staff. (Human Resources, Academic Affairs)
- 1.4 Support junior faculty throughout their first and second years at CMC.** While New Faculty Orientation is well-received, it is also a very brief, information-packed program that leaves some new professors feeling a bit overwhelmed. It may be useful to arrange short, periodic “follow-up” sessions and social occasions throughout the year to facilitate interactions and offer support to these valuable teacher-scholars, many of whom bring diverse perspectives to the College. These gatherings might also include introductions to the people and services offered by non-academic departments such as public affairs, alumni relations, and development. (Academic Affairs)
- 1.5 Critically review CMC’s admission and other marketing materials to evaluate how CMC is presenting itself to potential students and their families.** To increase the diversity of its student body, and attract talented students of all backgrounds, the College must be marketed as one that supports members of the queer community, students of color, the international community, and people from myriad backgrounds. Inclusive marketing practices send an important message to all prospective students (as well as prospective faculty and staff)—including those who may not directly identify as members of an underrepresented group, but who have significant experiences that influence their perceptions; for example, same sex parents, transgender siblings, biracial identity, attendance at a single-sex high school, time spent living abroad, community service experience, etc. Diversity initiatives and inclusive marketing do not benefit an isolated group; rather, they directly influence how future, current, and past members of the community view the College. (Admissions, Public Affairs & Communications)
- 1.6 Consider criteria beyond self-identified minority status when categorizing contributions to a diverse community in the prospective student pool.** CMC’s admission officers are focused on identifying leadership potential in applicants. Special, explicit consideration could also be given to those who show intellectual interest in issues of race, ethnicity, gender, or culture—especially those with demonstrated leadership experience in those areas. Consider merit awards and cohort mentoring for a small number of extraordinary candidates. Even a slight monetary award could be effective in matriculating these students, especially when offered the opportunity to be one of a

designated cohort who will receive advising and mentorship from faculty, staff, or alumni who share a passion for diversity. Ideally, these students will become leaders on campus (and eventual alumni mentors) who will assist in the College's efforts to recruit more students who contribute to diversity and inclusivity. The facilitated interactions with faculty and staff may help bridge gaps and touch more areas of the College than might otherwise be possible. (Admissions)

1.7 Closely monitor the effectiveness of the Keck Science Department's bridge-program (2013) which is designed to recruit and graduate students of color and women in STEM fields. This proposal, arising from the recent HHMI grant award, will provide training for faculty and specialized support for students. If successful, can aspects of this program be modified to serve other academic disciplines with underrepresentation of women and students of color? (Admissions, Academic Affairs, Student Affairs)

2. *Facilities and Space*

2.1 Continue to support and facilitate the limited implementation of gender neutral housing and restrooms at CMC. Gender neutral housing and restrooms send a powerful message that CMC respects students' maturity and ability to determine the living situation that is most conducive to their academic and social well-being. It further suggests that CMC is both accepting and accommodating of those with non-conforming gender identities, including transgender students, faculty, and staff. The transgender population is often overlooked in college policies and has received little attention from CMC up to this point. (Student Affairs, Facilities & Campus Services)

2.2 Systematically assess the availability of space on campus to facilitate regular meetings of people interested in a range of diversity issues. Space may be CMC's most limited commodity. In constant demand by students, faculty and staff, areas to gather either formally or informally are in short supply. An audit of rooms on campus may reveal inefficiencies in usage or possible renovation opportunities. Community members, particularly those of underrepresented groups, are looking for locations (both temporary and permanent) to interact and exchange ideas. A coordinated effort is needed to allocate quality space in a reasonable, fair, and efficient way. (ASCMC, Student Affairs, Facilities & Campus Services, Academic Affairs)

2.3 Seek ways for the CMC staff to engage the intellectual aspects of campus life, perhaps through the extension of Athenaeum programming. The Athenaeum is one of CMC's most visible signs of its robust intellectual climate, but the vast majority of regular attendees are faculty and students. The staff members at CMC are committed to the College's mission, but are less connected to many aspects of campus life. Offering some programs that appeal to staff, particularly those in the administrative support and service divisions, may help bridge this gap. These programs may need to be occasionally offered during normal business hours to increase access and attendance. (Human Resources, Athenaeum)

2.4 Engage ASCMC more actively in the facilitation of events and sponsorship of student organizations that encourage diversity and inclusivity at the College. Student initiatives are among the most powerful and effective at the College. ASCMC can do more to encourage students to initiate and participate in activities that celebrate CMC's rich diversity. Similarly, ASCMC may be able to assist in the transition of management roles in key organizations, such as Women's Forum (recently rendered inactive as student leaders

graduated, studied abroad, etc.), to ensure solid and perpetual leadership from one year to the next. (ASCMC)

2.5 Take advantage of CMC's location in southern California by coordinating interactions between members of CMC and the surrounding communities. Nestled in one of the most ethnically diverse regions of the country, CMC has the opportunity to get involved in meaningful cultural events, outreach efforts, and service projects that will have lasting impact, especially for students. (Student Affairs)

3. Policies and Practices

3.1 Widely disseminate and provide ongoing training regarding the recently approved *Guide to CMC's Civil Rights Policies and Civil Rights Grievance Procedures*. The policies and procedures reflected in the Guide are thorough and provide extensive information on the College's position regarding discrimination and harassment, including sexual harassment and sexual misconduct of and by members of the CMC community. Although students, faculty, and staff receive some training on these matters, more should be done. Students in particular may receive information about sexual misconduct during first-year orientation and then hear little or nothing about CMC's policies thereafter. We need to signal that this is an issue of critical importance, and we need to reach students at various points in their college career. We might collaborate with health services or with an outside organization to design and implement an effective ongoing program. (Student Affairs, Academic Affairs, Human Resources)

3.2 Continue to collect data—and use the data to inform decision making. CMC collects data on all kinds of things, especially as related to students—but it is unclear as to how much analysis of the data is done to actually determine and support policy. As CMC streamlines its survey procedures through the Office of Institutional Research, the College will be in a better position to gather meaningful data, including information on faculty and staff. Additionally, as recommendations are implemented, the College must consider how it will assess the effectiveness of those practices. (Office of Institutional Research)

3.3 Review benefits policies with special attention to how they serve underrepresented faculty and staff. For example, when faculty and staff policies diverge, we must consider whether the grounds for the divergence are reasonable? CMC should also make adjustments to salary for faculty and staff with domestic partners who face tax and insurance burdens that are incommensurate with colleagues in heterosexual marriages. This relatively inexpensive accommodation would send a strong signal to prospective employees in domestic partnerships and would be a major step in changing perceptions of those who view CMC as a homophobic workplace. Several peer institutions are implementing similar programs. (Human Resources)

3.4 Increase training and review policies that will help create a comfortable space to live and learn for transgender students, and those who veer from gender norms. The transgender population and others with nonconforming gender identities are often overlooked in college policies and have received little attention from CMC up to this point. We can draw on the work that other colleges have already done to find ways to make the campus a safe and welcoming place for these students. In addition to gender neutral housing, are there other policies that the College can adopt in the interest of transgender and gender nonconforming students? (Student Affairs, Academic Affairs)

3.5 Establish institutional affiliations with organizations that are committed to diversity and inclusivity. Organizations such as the Consortium on High Achievement and Success (CHAS), the Association of American Colleges and Universities (AAC&U), and the National Association of Diversity Officers in Higher Education (NADOHE) are committed to helping colleges and universities determine and implement practices that embrace diversity and support inclusivity. Although costly to join, membership affords access to a network of experts and other institutional agents who are working for similar change on their own campuses. (Office of the President)

4. Academics: Curriculum and Advising

4.1 Encourage faculty, especially those affiliated with the CMC Research Institutes, to bring speakers to campus who reflect racial and ethnic diversity. These speakers are always welcome in a formal lecture capacity, but are also encouraged as class participants, consultants to research projects, etc. (Academic Affairs)

4.2 Strengthen existing connections with intercollegiate programs like Africana Studies, the Intercollegiate Department of Asian American Studies, and Intercollegiate Women's Studies. CMC could cross list courses in its existing departments, encourage broader faculty involvement, coordinate with colleagues in the consortium, and find ways to play a more visible role in these programs. (Academic Affairs)

4.3 Support course and curricular development efforts that integrate issues of race, ethnicity, gender, and sexual orientation. Between 2002-09, CMC awarded 37 mini-grants to faculty, students, and staff to support efforts ranging from full course development to attendance at diversity themed academic conferences. Mini-grants of \$150-\$4,000 were primarily funded by the Irvine Foundation Grant and to a lesser extent, the Diversity Committee budget. Since 2009, there have been no funds available for these sorts of pursuits. Whether or not those funds are reinstated, courses such as the Freshmen Humanities Seminar are well suited to curriculum that incorporates diversity issues. A review of course syllabi and/or follow-up with recipients of the mini-grants may be helpful in understanding how faculty incorporate issues of diversity in curriculum and the impact of funds that support those efforts. (Office of the President, Academic Affairs)

4.4 Consider alternative advising models that may ease the burden of advising for faculty of color and women in some disciplines. CMC has very few faculty of color, and there are likewise few women in certain departments.¹² These individuals often shoulder an advising load greater than most of their colleagues as students of color and those looking for female mentors in these departments flock to their doors. This is similarly true for those professors who openly identify with the queer community. While these faculty are able and committed advisors, they should not be expected to sustain the effort needed to adequately serve the disproportionately large number of students looking for mentorship—especially as they strive for tenure. Moreover, the advising needs of underrepresented students, many of whom struggle with feelings of isolation, often exceed those of other students. Perhaps

¹² Approximately half of CMC students are women with declared majors in all of CMC's academic departments. In some disciplines, however, there are few or no women faculty. For example, in 2011 half of all declared government majors were women (N=87). Currently, just four of the 26 tenured and tenure-track faculty in the government department are women. Similarly, there are no women faculty who teach accounting, but women have consistently comprised 30% or more of the declared majors in econ-accounting since 2007. These statistics and a full breakdown of faculty by department can be found in the CMC Fact Book.

CMC can design “affinity group” advising sections whereby students can self-select to participate in periodic advising meetings with a specific professor and like-minded students to discuss pre-designated topics of interest. In this way, coveted faculty can still connect with large numbers of students but without the burden of multiple one-on-one advisee meetings each week. It is worth noting that there is endemic, disproportionate representation of diverse faculty in some disciplines across the nation, for example, accounting and STEM fields. Creative advising models are needed to diminish pressures on existing faculty even as the College works to recruit and retain a more diverse faculty for the long term. (Academic Affairs)

4.5 Expand efforts in career services to broaden internship opportunities for students in the humanities. Students at CMC feel extraordinary pressure to intern and build their resumes. Although many would argue that the “resume building mentality” is bad for CMC, a shift in this mentality seems unlikely. A variety of options for students in the humanities would help cultivate an improved, more inclusive attitude towards these majors. Changes to CMC’s internship policies will be proposed to the faculty in 2012-13 and may provide particular relief for international students whose ability to remain in the U.S. during the summer often hinges on acquiring internships or employment. Using the existing infrastructure and rich humanities resources in Washington D.C., should CMC explore a program similar to that in the government department to serve students in the humanities? Mellon Foundation grants or monies from other external funding agencies may also present opportunities for the development of such initiatives. Along similar lines, more can be done within Career Services to expand students’ exposure to a variety of career paths. This may help counter what has been described by CMC students as “group think” regarding suitable career options for young graduates (consulting, banking, Teach for America, Fulbright, etc.). (Academic Affairs, Student Affairs-Career Services)

4.6 Enhance the existing gender sequence. Engage faculty from a range of disciplines in the development of courses that could count towards this sequence. New courses across disciplines may entice additional students to pursue gender studies as a supplement to their majors. It may also result in exposure to gender studies for people who might not otherwise consider a course. Additionally, more can be done to support the efforts of students currently in gender studies. For example, stories detailing their good work, especially that taking place outside of the classroom (independent research, volunteer activities, and internships) should be prominently featured in CMC publications, including the website, *CMC Currents*, *CMC Magazine*, etc. Gender studies students should be encouraged to apply for Dean’s Research Fellowships in the summer, and should be able to apply for funding from the Diversity Committee to support activities related to gender studies. (Academic Affairs, Public Affairs & Communications)

4.7 Establish a series of focus groups comprised primarily of faculty and students to discuss what is being taught at CMC and what those things mean in a greater context—is CMC meeting the goals set forward in its mission and diversity statements? For example, are the general education requirements the right ones? Is the senior thesis a productive exercise for all students? Should CMC add a general education requirement that is directly related to ethics, culture, or diversity? (Academic Affairs)

5. Co-Curricular Activities and Student Services

5.1 Continue and improve cooperative institutional relationships with the 5-C resource organizations such as the Office of Black Student Affairs, International Place, the

Queer Resource Center, Chicano-Latino Student Affairs, the Chaplains' Office, and Health Education Outreach. These consortium resources allow students to interact with others across the colleges and to connect with mentors and support staff who help cultivate social awareness, shared cultural understanding, identity development, and leadership skills. CMC students are made aware of these resources as freshmen, but tend to not utilize them as often as other students in the consortium. While CMC's academic advisors should be aware of these resources and comfortable sharing information about them with students, the College should also work to understand whether or not the resource centers are adequately addressing the specific needs of CMC students. (Student Affairs, Academic Affairs)

5.2 Collaborate with administrators, coaches, and student-athletes in the CMS Athletic Department to address perceived and real problems. Student-athletes make up a large proportion of the College's student body and are easily identified participants in what some characterize as CMC's "jock culture."¹³ Although athletes may sometimes fall victim to stereotyped behavioral and academic performance expectations, there are also real tensions. CMC's jock-culture has been identified by students as promoting demeaning attitudes and behaviors toward women and LGBTQ students.¹⁴ Training to help student-athletes and coaches understand the need for inclusivity in athletics is needed; for example, understanding the effect of inappropriate "locker room language," considering policies and physical spaces to accommodate transgender athletes, and empowering student-athletes to speak up to counter offensive discourse. CMS must also reflect upon its student-athlete code of conduct to make sure students are aware of the expectations and understand that the code disallows many behaviors that are non-inclusive. (Academic Affairs, Student Affairs, CMS Athletics)

5.3 Establish a peer education program, perhaps in collaboration with the Monsour Counseling Center, to train students to give workshops and presentations on such topics as depression, body image, eating disorders, alcohol use, sexual harassment and dating violence. Such a program would raise awareness of these issues, provide training and advocacy, and foster a climate of support. These issues are not often discussed on campus, leaving those struggling with body image, depression, etc. feeling that they are alone or misunderstood. A structured support network may help. (Student Affairs)

5.4 Support academic relationships between non-English speaking staff and students who wish to develop their foreign language skills. An informal program currently exists whereby students and staff arrange meetings in Collins Dining Hall to work together on language skills. Perhaps this arrangement can be formalized to allow students to credit these meetings for language courses in the same way they credit their language table requirements. Publicizing these arrangements on the CMC website or other publications will signal value to the community and will encourage interactions among students and staff. (Academic Affairs)

5.5 Increase availability and funding for professional development and/or engagement on campus for support staff. Faculty and students are free to engage in campus events and

¹³ A 2009 survey (N=394) found that students, regardless of gender or athletic status, overwhelmingly identify athletes by external physical indicators: body-type, clothing/gear, water bottles, etc. Students, regardless of gender or athletic status, secondarily identify athletes by observing athletes in groups: team members eat together in Collins (while sporting CMS gear), teams socialize with each other, etc.

¹⁴ References to CMC's "jock-culture" were made in both the 2009 Student Perceptions of Athletics Survey, as well as in open-ended interviews with students (2010) regarding their experiences and opinions about diversity at CMC.

to pursue professional development with little difficulty. Staff, especially non-exempt staff, do not have this same flexibility. Link professional development opportunities with performance feedback and support the developmental and intellectual interests of the staff. For some, this could mean attendance at lectures; for others, it might be workshops in, for example, how to write professional email, or how to work in Excel. Involve staff and administrators in the discussion to determine what sorts of opportunities are most valued—and what kind of institutional resources would be required to support those endeavors. (Human Resources)

5.6 Involve ASCMC and the Resident Assistants staff in driving more student-centered programs around issues of diversity and inclusivity. As designated campus leaders, these students are in a position to effect positive change across the student body. Perhaps the President of ASCMC or a suitable designee should also have a de-facto position on the CMC Diversity Committee. (Student Affairs, ASCMC, Academic Affairs)

6. Institutional Commitment and Celebrated Success

6.1 Celebrate diversity initiatives and the successes of faculty, students, and staff especially those of underrepresented race, gender or sexual orientation in a very public fashion. If CMC values inclusivity, then it should publically acknowledge activities that contribute. The office of public affairs has done a good job of posting major accomplishments and programs on the webpage, but more can be done. The website and student publications such as *The Forum* provide an excellent platform to share and support the efforts of internal organizations such as the Women Leadership Alliance, the Queer Resource Center, and others. Acknowledgements of the valuable contributions by faculty, staff, students, and alumni of color will help dispel perceptions that CMC does not value its diverse population. This can take place on the webpage, in internal and external publications, and in marketing materials. (Public Affairs & Communications, Student Affairs, Admissions)

6.2 Garner the commitment of all members of senior staff to reach out to support staff to offer valued feedback, support, and appreciation. In the case of the Dean of the Faculty, this should include reminders at faculty meetings to treat support staff with respect and value their tremendous contributions to the campus. (Office of the President, Academic Affairs)

6.3 Reach out to alumni who are interested in acting as mentors to underrepresented students. The alumni network may be leveraged in this way to reengage graduates of the College who did not find CMC to be particularly welcoming when they were in school. At Alumni Weekend, consider 5-C affinity groups and special events for, as an example, African-American or LGBTQ alumni. (Alumni Relations)

6.4 Increase the number of people at CMC who have gone through formal Safe Zone training. This training educates people on issues related to gender identity and sexual orientation and arms them with tools to be effective allies in the queer community. Allow work release time for this training. Make sure everyone who has gone through the training is listed on the CMC website and displays their Safe Zone sign in a prominent location. (Human Resources, Diversity Committee)

6.5 Reconstitute the Diversity Committee as the Committee on Diversity and Inclusivity. This committee should have a clear reporting line to the President with an annual budget

and a distinct charge from the President and/or Board of Trustees. The committee will monitor campus climate and respond to issues with explicit proposals for presidential approval. These might include:

- a. Oversight of the implementation of specified CCTF recommendations. This includes the development of appropriate timelines and budget proposals.
- b. Programming and training recommendations for faculty, students, and staff. The committee will prioritize dialogue, programming and campaigns that raise awareness of issues of race, gender, sexual orientation, etc. throughout the CMC community.
- c. Suggestions for collaborative partnerships with institutional resources in Claremont and elsewhere.
- d. Proposals to survey faculty, students, or staff on campus climate perceptions and responsibility for interpreting and presenting the results.
- e. Support of mini-grant proposals to increase diversity and inclusivity at CMC. These proposals could come from students, faculty, or staff.

Conclusion

Claremont McKenna College has a storied tradition of excellence, forged by the will of its Founders and sustained by the efforts of its Board, faculty, students, staff, and alumni. Every student admitted to CMC is expected to succeed. It is the obligation of the College to provide the academic, social, and financial support needed for student achievement. This can only happen when the faculty and staff are likewise supported. It is no one individual's responsibility to cultivate an inclusive campus; rather, it is the responsibility of *ALL* of us. The goal of this report is to help people understand the role they can play and the value in playing it well.