# Grant Information

<table>
<thead>
<tr>
<th>Grant Number:</th>
<th>GT11055</th>
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<tbody>
<tr>
<td>Reporting Period:</td>
<td>4</td>
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<tr>
<td>Institution Name:</td>
<td>Kalamazoo College</td>
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<tr>
<td>Term:</td>
<td>September 01, 2021 to August 31, 2022</td>
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<tr>
<td>Program Director:</td>
<td>Dr. Regina Stevens-Truss</td>
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<tr>
<td>Due Date:</td>
<td>August 31, 2022</td>
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## 1. Defining Context

Please describe your institutional context, specifying the characteristics, traits, and conditions that influence your inclusive excellence work.

### Response

Kalamazoo College has undergone a significant number of changes at the administrative level (President’s Staff) in the past few years, which provides us challenges and opportunities. The President’s Staff is relatively speaking “young” - the members of the President’s team all arrived at the College after our IE grant was awarded to us. They are a supportive group however, and many have engaged in conversations with our team on how to realize our vision of inclusion (this is an opportunity). A challenge is the how to sustain the work and institutionalize it in the current financial climate we (as well as many other higher education institutions) find ourselves in. President staff is comprised of:

- President, Jorge Gonzalez - 2016
- Provost, Danette Ifert Johnson, - 2019
- VP for College Advancement, Karen Isble -2020
- VP for Admission and Financial Aid, Mj Huebner - 2020
- VP for Student Development and Dean of Students, J. Malcolm Smith – 2021
- VP for Business and Finance, Lisa VanDeWeert - 2022
- Assistant to the President and Assistant Secretary to the Board of Trustees – Melanie Williams – 2000

### Faculty Demographics

In the last two years, 12 tenure track faculty have been hired (total faculty is 107). Of the 107 (15 VAP & 92 continuing), they identify by:

- Gender - 53% as female (8 in the recent hires)
- Race - 1% as Indigenous/Native American (1 in the recent hires), 11% as Asian (4 in the recent hires), 10% as Black/African American (3 in the recent hires), and 67% as white; 11% do not identify their race
- Ethnicity – 12% as Hispanic and 81% as non-Hispanic (2 in the recent hires); 7% do not identify their ethnicity.

The opportunity is that we find that our new, younger faculty are ready and primed to do inclusive work; the challenge is moving “older” more seasoned faculty (and dpt chairs) out of the way of the way. Our new tenure/promotion guidelines should help here.

### Students Demographics

The student body shrank a bit (from 1451 to 1398 – a 4% drop in enrollment), but the entering number of first year enrollees remained constant (382 in fall of 2021, and 383 for the incoming class). Approximately 32% of our student body are domestic students of color, a 10% drop from last year (when it was ~42%) and ~24% are Pell eligible (a 1.3% drop from last year). The current composition of our student body breaks down as follows (note: the race and ethnicity of 31 students is unknown):

- 1301 domestic, *73 international (*64 are non-resident/alien) Note: *signify actual numbers obtained from the registrar. Percentages that follow are based on the accounting on the College’s website.
- Gender - *59% female / *41% male
- Race – 0.1% as Indigenous/Native American, 6% as Asian, 4% as Black/African American, 60% as white, and 5% as two or more races.
- Ethnicity – 16% as Hispanic.

The continued diversity of our students gives us many opportunities to engage in cultural understanding and acceptance of difference. A challenge we note is that our introductory General Chemistry I courses are under-enrolled for fall term (they are at 58% capacity). The Introductory Biology classes are full, however, which may indicate that students continue to arrive at K interested in studying STEM, and perhaps will realize later in the academic year that they must take chemistry to realize their goals.
Given your response to PIER Question #1, in what ways does your institutional context negatively and/or positively influence the implementation of your project activities?

Response

Through it all, some changes are happening that are palpable:
Faculty continue to engage together in developing inclusive pedagogical experiences for their students; several small pedagogical projects evolved from the year-long Intercultural Skills and Inclusive Pedagogy workshop conducted during the 2020-21 academic year (moderated by Dr. Amer Ahmed). It was important that there be zero barrier and gatekeeping on our end for accessing the grants. At the end of each term participants completed a brief structured reflection. Some examples:

- Faculty-staff who run our writing center worked through the book Anti-Racist Writing Workshop: How to Decolonize the Creative Writing Classroom by Felicia Rose Chavez. They incorporated new ideas into their courses and in their work in the writing center.
- Another team of first-year faculty created a study group to share ideas for activities targeting inclusion, classroom community building, and active learning. They organized a repository to store ideas to use as a go-to toolkit when in need of future ideas.
- Three faculty had shared that they wanted to focus on big ideas that came out of the previous year’s workshop and grapple with broader challenges requiring deeper dives into inclusion/belonging issues and intentional self-checks.

- The entire faculty and staff (which includes administrators) continue to engage together in anti-racism and cultural competence training. In collaboration with the ACSJL, Freedom Lifted created a KCollege specific online Justice at Work course that was offered to all members of the College (with the exception of students), with 250 enrolling in the course (46.7% of the faculty and staff). Of those that enrolled, 20% completed 90%+ of the online modules. Notably, at the start of the course, participants were asked: “on a scale of 1-5, how experienced do you feel in this course’s subject matter?” The average response was 2.7. At the end of the course participants were then asked: “on a scale of 1-5, how would you rate the quality and usefulness of this course as a tool for understanding and reflecting on social justice frameworks?” The average response was 4.1. When asked: “what worked well within the course?” two responses commonly surfaced – the “self-paced structure” and the “supplemental materials” given. This course offers us an avenue for educating oneself and finding common language to use in difficult conversations.

Our Justice at Work course was multi-faceted and open to all enrolled in the online course:

- Online Modules dispersed throughout the academic year
- Quarterly debrief virtual discussions (2 hrs long each) with Freedom Lifted’s CEO, Mia Henry
- Quarterly Lunch & Learn discussions (2 hrs long each) with members of our ACSJL as moderators

- The President’s Staff created a DEI initiative intended to “guide strategic plans”

- We celebrated the inaugural year of work by a new Justice Equity Diversity & Inclusion (JEDI) Committee of the faculty.

- The Executive Director of the ACSJL, Emily Williams, was hired. Emily is the founder of the Forward Ever Global consulting firm, served as a senior program officer with the Solidarity Center in Washington, D.C., and as founding associate director of the Social Justice Initiative in Chicago.

- Programs initiated by the HHMI team that persist:
  - #ARRK – monthly discussions of topics such as “The new Blackface as portrayed in memes”, “Techno contributions to Black joy dance music”, and an introduction to a newly released book by our former Grants officer titled Reckoning: Kalamazoo College Uncovers its Racial and Colonial Past.” Note – The #ARRK plans to do a community book club read of this book during the 22-23 year.
  - 19 Black History stories – twelve more stories were told with a slightly broader view giving a fuller picture of the history of Black people.
  - BAFSA – planned very successful Celebrations – Black Joy Week (moved to 10th week of our term to include students, May 31 – June 3, 2022) and Juneteenth (an annual picnic open to all on campus – June 20, 2022)
• Some new staff-led programs inspired by Justice at Work working sessions (e.g., Lunch and Learn):
  - Let’s Talk DEI (on Microsoft Teams) – created by Katrina Frank (Information Services), Betsy (Elizabeth) Paulson
    (Departments of Biology & Chemistry/Biochemistry Office Coordinator), Nicki Poer (Associate Director, Special
    Initiatives, Advancement Office)
  - Traveling Open Houses – Fridays in summer Community Breakfasts (created by Renee Boelcke, HR Director)
  - Community K’arnival (HR & President Staff)

The not so positive/negative - which are huge impediments to long-term and sustained growth of the community
  towards IE.
• We are still in need of a Justice, Equity, Diversity, and Inclusion office (CDO) where this work can be housed beyond
  this grant, and we continue to get push back from the administration on the creation of such an office. At a minimum,
  this office could help with gathering, under one umbrella, all of the continued work that is occurring in siloes at the
  institution and help us message with one voice.
• We still need mandatory annual inclusivity training for the entire campus much like the Title IX training, as DEI
  training remains optional, and although portions of the campus community participate, there remains a sizeable portion
  of the community who choose not to participate in any programming. This could be partly due, however, to life under
  COVID, which created genuine exhaustion, adding another layer of difficulty in asking people to engage in online
  programming. Messaging will be front and center in our minds as we create opportunities this year.
• Substantive classroom pedagogical changes continue to be a difficult haul. In part due to faculty fatigue and an
  overall sense of being overworked, but also because of the increased psychological needs of the student body that
  changes regularly. The faculty is asked to do more with less resources, which can be difficult to accomplish with the
  changing demographics of our student body.

The College lost a number of key voices this past year – Natalia Carvalho-Pinto (Director & Creator of the Intercultural
  Center – the IC), Kenlana Ferguson (Director of the Counselling Center & Interim Director of the Arcus Center for
  Social Justice Leadership – the ACSJL), D’Angelo Bailey (Development Office), and Adriana Garriga-Lopez
  (Associate Professor of Anthropology); notably, these are all voices typically underrepresented in Higher Ed. From
  conversations with these individuals, their departures were due to the lack of support from those above them and the
  College writ large.

Specific grant priorities updates:

Under the Committing to Anti-Racism Education (CARE) priority

Positive movements:
Many faculty and staff have continued to engage in conversations about the College becoming an anti-racist
community by (a) attending trainings (Justice at Work courses) and (b) educating ourselves on issues that affect our
immediate campus community (e.g., #ARRK). Although the work still feels hard and the road too long, we sense less
skepticism about what is possible. Members of the College that are considered "staff" have certainly been figuring out
how to build the community to be more inclusive for all (see new programs initiated by staff mentioned above).

Continued challenges:
    (1) Creating opportunities to engage the student body in cultural understanding education that can lead to better
        integration of the students that make up the complex composition of that body continues to be complicated. Because
        we have a small student body, and because these students “belong” in multiple areas (athletics, student advisors, and
        clubs, to name a few), it has been especially difficult to configure these trainings so as not to be redundant and lead to
        burnout or apathy.
   (2) Buy-in by the administration for our need to have a Chief Diversity Office & Officer (CDO) continues to be a
       challenge, although the new members of the President’s Staff (positions and persons listed above in #1) seem open to
       exploring this possibility. The new JEDI committee of the faculty is also on board in thinking about how having a CDO
       can help us approach the work of inclusion as a continuum.
Under the Inclusive Teaching and Revised On-ramps (InTRO) priority

Positive movements:
The addition of the Biology/Chemistry/Business & Economics (BCBE) Learning Support Specialist has helped us begin conversations about creating “levelling the playing field” programs for incoming STEM students. In collaboration with the Natural Sciences and Mathematics division, faculty are working on creating tutorials (specifically data management & plotting using Excel and Basic Mathematics for the Sciences).

Continued challenges:
Advancing the work for this priority continues to be a hard climb. The faculty as a whole is overwhelmed by the changing landscape of education. Post-pandemic, students are coming to us with greater needs that require resources that are not available. In some ways, though, students’ needs are forcing faculty to re-envision their classrooms. However, concrete ways to change classrooms remain elusive.

Under the Rewarding Anti-Racism Faculty Development (RewARD) priority

Positive movements:
Following discussions with all academic departments regarding discipline-specific inclusion and equity practices in teaching/mentoring, scholarship, and service as well as their perspectives on how reward structures might better foster an inclusive teaching and work environment for all, which has taken 2 years to complete, the RewARD Implementation team submitted a report with preliminary recommendations and a request for how to proceed to the Faculty Executive Committee (FEC), the Faculty Personnel Committee (FPC), and the new Justice Equity Diversity & Inclusion Committee (JEDI-C). The mandate on how to proceed was received, which will guide the work of the RewARD team to develop new/revised guidelines for tenure, promotion, and retention.

Continued challenges:
Although it can be interpreted that the College is invested in institutional change because of the continued conversations about inclusion, skepticism as to whether the work is real or performative continues. Real power to make changes has not been granted, and funding for inclusive programs have not been institutionalized in the budget. Until Power and Money are given to IE work and programs, the skepticism will continue. A more immediate challenge for this priority will be getting buy-in by the faculty body and training of all stakeholders on how to proceed through the new guidelines.
Based on your understanding of your institutional context and its influence – either negative or positive – on your project, please define (or re-define) your current and future aspirations for inclusive excellence at your institution.

Response

It is our belief that the wind is still at our backs, although its strength is less and at times appears to stall. The pace at which new programs were implemented in the 20-21 academic year slowed during the 21-22 year. The slower pace could have been due to the uncertainty that came with the continued COVID-19 pandemic, and to the campus re-entering the spaces imagining how to merge the lessons learned in the virtual space with the face-to-face spaces.

Although we acknowledge that, for many, change is still not happening fast enough, we continue to see progress and are hopeful that this will continue.

Our aspirations this year are grand:

- Institutionalize the Justice at Work course as an annual JEDI training activity – the administration has supported this effort by providing the funding to offer this course to faculty, staff and administrators again this year, and it is our hope that this becomes codified in the annual budget.
- We hope to create and codify into the budget a funding program for Community Inclusive Spaces grants ($500 per project) to encourage members of the College to continue to engage in inclusive activities beyond the Justice at Work. In addition, we hope that our current IE Classroom Innovation grants program ($1500 per faculty) continues in some form, and also gets codified into the annual budget.
- Develop more inclusive classrooms with the aid of funding through the IE Classroom Innovation grants program.
- Create the new guidelines for Tenure, Promotion, & Retention – based on KCollege’s needs and using evidence-based models available.
- Create Multicultural Understanding trainings for students – in collaboration with ERACCE, with whom the College has a long history of working on antiracism training. The plan is to offer this as mandatory training for all the student leaders across the campus (TAs, RAs, Athletic captains, Student Advisors, Community Liaisons)
- Creating a Chief Diversity Office – this is an ongoing conversation with members of the President Staff, the JEDI faculty committee, and the ACSJL. It is our vision that such a "place" with a DEI expert person is needed where all of the current work being undertaken in siloes can be accessed by all, and in order for the administration to have accountability beyond any one grant, individual, or project. It is also important for the transparency and buy-in by the community.

Under the Committing to Anti-Racism Education (CARE) priority:

Questions/issues that will propel CARE work for the remainder of the grant time:

- We are wrapping up the fourth year of this five-year grant and we’re glad that so much of the campus community has participated in some form. How do we keep this momentum moving forward? How do we keep values of inclusion and belonging at the forefront of our work with students, rather than seeing programming like this as a one-and-done endeavor?
- And, where will this work “live” in the future after the grant ends? Where will faculty and staff go when they have questions or seek advice? What about incoming faculty and staff?
- As impressive as the level of participation has been, systematic change requires broad participation. Everyone at K cares about their students – they wouldn't be working here if they didn’t. How can we create programming that engages more faculty and staff? What additional frameworks for thinking about inclusion and belonging might attract and excite faculty and staff? – might we consider sending out a survey to help us answer some of these questions?

Under the Inclusive Teaching and Revised On-ramps (InTRO) priority:

How our introductory STEM classes have changed over the past decade

Ten years ago (in 2012), a detailed transcript analysis of students in our introductory STEM courses led us to an arresting observation, that among factors that we were able to consider using student records, the strongest correlation to course grade outcomes in introductory STEM courses at Kalamazoo College was with the number of AP
courses completed in high school. The conclusion we drew was that a given student's success in STEM at K was largely determined by the circumstances and opportunities of their high school experience. This so alarmed us that we individually and collectively resolved to action. Taking into account the clear connections between race, socio-economic status, and educational opportunity, the campus community is in many ways transformed through intentional action motivated by our sense of the unfairness inherent in a system that demonstrably favors students from privileged backgrounds.

Now ten years later, to address this same question from a different angle, a transcript analysis was undertaken this summer to look for relationships between course grade outcomes with quality of high school preparation as measured by nine school quality factors compiled by the Michigan Department of Education in their "MI School Data" website. We found that among students from the state of Michigan (well over half our incoming students each year since the beginning of the pandemic) there was no discernible correlation between any measure of the quality of the student's high school and the student's course grade performance in introductory STEM courses. This result, which will require further study, came as an encouraging and welcome sign that our concerted efforts are moving us in the fairer and more inclusive direction we intend. Just as the data from 2012 allowed us to see ourselves in a way that led to profound change, this latest analysis can give us some confidence that our work has begun to address the problems we identified and that further efforts will move us further on our intended path.

Under the Rewarding Anti-Racism Faculty Development (RewARD) priority:
Over the 2020-21 academic year and through the fall term (2021-22), the REWARD team completed conversations with the following departments and/or divisions (number of those present in parentheses): ANSO (5), Art/Art History (7), Business and Economics (3), English (10), History and Religion (8), Languages Division (16), Math and Natural Sciences Division (25), Music (5), Philosophy (3), Psychology (9), and Theatre (1). We had a total of 92 faculty attendees (86%). Given time constraints, numbers, and positions at the college, however, not all who joined larger meetings were able or chose to contribute. Based upon these extensive conversations, we presented a final report at the opening of the second trimester (10 January 2022). Department and division discussions reflected a broad and consistent embrace of the aims and work of equity and inclusion. Though conversations narrowed the focus to address discipline-specific practices and potential changes to the review process and reward structure, faculty participants demonstrated a wide-spread buy in.

For those who contributed, then, concerns did not take the form of resistance but of frustration with 1) practices and processes that fail to acknowledge, reward, and remunerate the extensive work of equity and inclusion, and 2) an institutional culture that unduly burdens staff and faculty who, by curricular commitments, research, and/or identity, carry a greater weight associated with this (often invisible) labor.

The Faculty Executive Committee (FEC)—after feedback from the FPC and JEDI-C—gave the go-ahead to the REWARD group to develop recommendations for changes to tenure and promotion policies. This summer, two members of this group focused on recent publications related to instituting inclusion in review processes, developing a full resource of readings and list of university/college links documenting recent Tenure & Promotion changes. Drawing from this full engagement with Kalamazoo College faculty and guided by models from other institutions, we plan to finalize recommendations this fall, introduce them to faculty for discussion during our winter trimester, and confirm and incorporate approved changes to begin 2023-24.
## 4. Reconceiving/Re-Conceptualizing the Future

How do your current aspirations inform project thinking, approaches, and practices? Describe how specific project activities are being used to impact policies, practices, and/or institutional norms and traditions? If they are not, please explain why.

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<td>In many ways, the COVID pandemic has catapulted us into activities that might have been difficult to pull off under normal conditions. In addition to stating that their desire to see institutional change is a motivating factor for engaging in the various programs rolled out this past year, faculty and staff also indicated that these programs have helped them deal with some of the feelings of isolation brought on by the work-from home model.</td>
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Impact on practices – some positive signals exist:
Because of much of the IE work that has been undertaken under the guise of HHMI, the administration has developed a new DEI initiative that is intended to “guide strategic plans.” As far as we know, this is the first time that DEI work has been mentioned with strategic planning. It is our hope that part of the thinking is that DEI initiatives will be included in fundraising work. The Justice Equity Diversity & Inclusion (JEDI) committee of the faculty was created in part due to HHMI IE work. In its inaugural year (21-22 AY), this committee began the work of meeting with several constituencies at the College (e.g., the student development office, the learning commons members, residential life, and registrar, to name a few) in order to gauge what the community sees as ways that a faculty committee can help in their inclusive work. These conversations will continue this coming year, with the goal of presenting to the whole faculty and the administration some action items or consideration.

The Anti-Racism Reading Knook (#ARRK) program continues to invite provoking conversations that help us interrogate our assumptions about the world around us. For example, this past year we had a discussion about “digital blackface” used often in gifs and memes as the potential next iteration of Jim Crow era racism, and another about the role of Techno in Black joy dance music. During the 22-23 academic year, the plan for the #ARRK is to do a community book club read of the newly released “Reckoning: Kalamazoo College Uncovers its Racial and Colonial Past.” Each month we will discuss a chapter or two of this book, which should help us grapple with the College’s past as a collective.

Impact on institutional norms and traditions – The Black Faculty & Staff (BAFSA) council again organized a series of events for Black Joy Week, now a campus tradition, with many staff, administrators and faculty volunteering to work the events (opening picnic, staff/faculty basketball game, Wellness Wednesday event run by the counselling center and BSO students, and a movie after dark showing of Hidden Figures. The campus also celebrated Juneteenth (on June 20th) with a picnic that featured typical soul food (funding from the President) for everyone. It is our hope that these programs will be K-traditions organized by BAFSA annually.

Impact on policies – Policy changes are still works in progress. The new Justice, Equity, Diversity, and Inclusion (JEDI) standing committee of the faculty will continue to develop the committee’s mandate for how faculty can be involved in IE work. In collaboration with JEDI, HHMI will continue to work towards creating a Diversity Office with a Chief Diversity Officer with power to effect necessary changes.

Reference: GT11055
5. Examining Assumptions

In what ways do individual and institutional values about diversity, equity, and inclusion influence your project activities?

**Response**

The HHMI IE work still has one resounding aim, which is to “create meaningful learning environments for students throughout campus.” The work at the College still pushes us to address the sense of belonging by all individuals with a broad range of identities, experiences, and histories.

Aspirations for the 2022-23 year:

At the student level – Again this year during orientation, all incoming first year students will take part a series of first-year forums designed to build community and communication amongst the students. Topics such as microaggressions and implicit bias will again be offered. In collaboration with the ACSJL and the Student Development Office, we are developing sensitivity training programs (along with ERACCE and ACSJL staff) using a retreat model that will be required of all student leaders on campus.

At the staff/administrators/faculty levels – given the feedback from the community following the Justice at Work (J@W) course (some participants demographic outlined in response #2 above), indications are that we are willing to learn about beacons of oppression (from the J@W course feedback: “Thirty-one people responded that overcoming their socialization was their biggest roadblock. People mentioned this in terms of a lack of knowledge or understanding, blind spots about what they don’t know that they don’t know, and their white privilege making it hard to see oppression in day-to-day interactions and systems”), and to have open and sincere dialogues with one another (again from the J@W course feedback: “Forty percent of respondents mentioned break outs in their responses, especially the break out around specific action steps at the end of the session. Four people mentioned the opportunity to interact with different groups from across campus. Both of these two main themes have been brought up at all three live sessions”). Although the number of respondents who completed the post course surveys were low, the comments are encouraging and are being used to shape the format of this course moving forward.

At the faculty level – pedagogical innovation/changes continue to be the hardest nut to crack. Many faculty believe that the change needed for inclusion rests with extracurricular and non-academic activities. Many of us have been trained in the Academy and generally believe that higher education possesses a series of “known facts” that we simply need to learn to be ready to make life changes. We can forget or overlook that learning involves all of our senses, including our sense of belonging and inclusion.

Some faculty genuinely believe that pedagogical change is not needed and that what they are doing simply needs tweaking around the edges. We will continue to work with our learning specialist, the Teaching and Learning committee, and the STEM division faculty towards IE pedagogical changes (outlined in InTRO Positive movements in response #2 above)

At the institutional level – We continue to observe that our colleagues value the diversity of the campus and yearn for us to be a more equitable and inclusive campus. We will continue to build to capacity, programming for annual IE trainings through courses like Justice at Work – institutionalizing these is a continued goal. The current HHMI Leadership team believes that change is indeed happening on campus and that there is still much work to be done. We are also worried that many of the changes are happening in siloes, without having a place where these can be accessed by all and without any central coordination. So, institutionally, we feel that we need to continue to push for an office (a CDO) where this work can be housed.
6. Acquiring and Practicing New Competencies

How do insights gained from extant scholarship/theory inform your project’s approaches and practices for building institutional capacity for inclusive excellence?

**Response**

It is our continued belief that nothing that will yield lasting change can be done in a bubble and MUST include all members (stakeholders) of a community. As we reflect on the work of this past year, our belief has been validated, as many of the changes we are experiencing involve all campus constituents, as well as learning from other also engaged in this work.

Under the Committing to Anti-Racism Education (CARE) priority:
Our work continues to rely on experts (Freedom Lifted’s Justice@Work and ERACCE Organization) in the field. This work is such, that it is difficult to find the best “recipes” for effecting institutional change. We do continue to rely on work done by others (specifically, see the bibliography under the RewARD section that follows), and to act on community responses to the work being done.

Under the Inclusive Teaching and Revised On-ramps (InTRO) priority:
During this past year faculty again attended pedagogical workshops and engaged in conversations about re-vamping laboratory teaching, for example:
- AAC&U 2021 Virtual Conference: Transforming STEM Higher Education (11/4-6/21) attended by several STEM faculty and our STEM Learning Specialist.
- We continue to explore and discuss teaching laboratory classes in a more exploratory fashion using CUREs (Course-based Undergraduate Research Experiences).

Under the Rewarding Anti-Racism Faculty Development (RewARD) priority: During work this past summer, two members of the RewARD team engaged with the following resources: Rethinking Tenure: Abolish, Strengthen, or Replace It. (Chronicle of Higher Education, 2021) and Abigail J. Stewart’s and Virginia Valian’s An Inclusive Academy: Achieving Diversity and Excellence (MIT Press, 2018). Through our readings, we also identified the following institutions integrating DEI in tenure and promotion processes. (All but the first in the following list came from the Working Group Report and Recommendations to the Salisbury University Faculty Senate.) As alluded to above, we will be drawing from these resources as we further develop changes appropriate to Kalamazoo College.

Salisbury University Faculty Senate

- California Community Colleges
  https://www.cccco.edu/About-Us/Vision-for-Success/diversity-equity-inclusion
- Dartmouth University
- Michigan State University
  https://hr.msu.edu/policies-procedures/faculty-academic-staff/faculty-handbook/recommendations.html
- Stony Brook University
  https://www.stonybrook.edu/commcms/provost/faculty/handbook/faculty_appointments/dei_in_personnel_review.php
- UC San Diego
  https://facultydiversity.ucsd.edu/recruitment/C2D%20Guidelines_UCOP.pdf
- University of Denver
  https://duvpfa.du.edu/2021/05/making-diversity-equity-and-inclusion-in-promotion-tenure-and-re-appointment-decisions-visible/
- University of Oregon
  https://inclusion.uoregon.edu/content/faculty-equity-statements-tenure-promotion-and-review
- University of Wisconsin-Madison

Reference: GT11055

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Date submitted: 8/31/2022
## 7. Crossing Disciplinary Boundaries

How does your project utilize the expertise of leadership team members and collaborative partners from other disciplines and/or institutional units (e.g., student affairs, institutional research, etc.)?

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| Members of the Kalamazoo College community continue to work with the HHMI IE team to provide expertise as follows:  
  • Trainings and workshops: we once again relied on recommendations from colleagues at the Arcus Center for Social Justice Leadership (ACSJL) and the Intercultural Center.  
  • Pedagogy discussions: we work closely with our Learning Support Specialist [Director of the Science, Math, Business, Economics (SMBE) Learning Centers].  
  • Informational sessions: #ARRK (Anti-Racism Reading Knook) sessions are still moderated by one of our Research Librarians, and the 19 Black History stories this past year were researched and written by a historian from Berea College.  
  • Getting information about students: for demographics – personal and academic – we relied on the Admissions Office, the Registrar, and the Office of Institutional Research.  
  • For Web and Social Media presence – we relied on expertise of our Web Design Specialist and our social media savvy library team. |

Reference: GT11055
8. Re-invigorating Institutional Steering

In what ways will the processes of building institutional capacity for inclusive excellence be institutionalized and made continuous?

Response

The College has demonstrated capacity towards change.

2022 marked the Colleges’ 20 Years anniversary of Civic Engagement – work that grew straight out of the College’s mission and history - for 20 years, the Center for Civic Engagement has prepared students to build a more just, equitable and sustainable world, starting here in Kalamazoo; a center that continues today.

2022 also marked the College’s 12 Years anniversary of Social Justice work - The Arcus Center for Social Justice Leadership (ACSJL) is an initiative of Kalamazoo College whose mission is to develop and sustain leaders in human rights and social justice through education and capacity-building.

Some ways the institution has changed in the last 10 years (2012-2022):

Institutional actions:
- increased proportion of non-white students overall
- increased proportion of Pell-grant eligible students
- POSSE Scholars (students from LA Public Schools)
- students eligible for the Kalamazoo Promise attending K
- ERACCE training for all constituencies
- Engagement of KNOOK book reading activities

STEM level actions:
- S-STEM Prime Scholars (students who are first-generation and Pell eligible)
- Sukuma (key Swahili for to push/support) students success support groups
- active learning stance among instructors
- wider variety of assessments
- more thorough understanding of the importance of creating classroom community and climate for learners from many varied backgrounds (through HHMI Care workshops)
- Students & Faculty Dow Council
- Learning Commons for outside-of-classroom learning supports

More Recent Developments:

Kalamazoo College Andrew W. Mellon Foundation grants:
- In 2018, a four-year $800,000 grant to enhance the accessibility and integration of our cornerstone experiential learning opportunities was received. With funds from this grant, members of the College [faculty along with members of the Center for International Programs (CIP), Center for Career and Professional Development (CCPD), and The Mary Jane Underwood Stryker Center for Civic Engagement (MJUS-CCE)] developed opportunities and programs for students to reduce barriers to participation in experiential learning. Strengthen faculty engagement with experiential learning for the mutual benefit of students, faculty, and staff, evolve the K-Plan (Our Kalamazoo Plan, or K-Plan, is an approach to liberal arts education that relies on student agency in choosing experiential learning opportunities that augment and integrate into a rigorous academic curriculum) and expand its utility and educational impact through tools such as visual storytelling, technology, or other means.

- In 2022, the college was awarded a three-year $1.297 million grant (Humanites for All Times initiative), focusing on placed-learning and connecting students to community organizations in Kalamazoo (2022-24), New Orleans (2022-24), St. Louis (2023-24), and San Diego (2024), the grant will provide new learning opportunities for students and faculty regarding the issue of location and dislocation and, in doing so, it will promote the critical role of the humanities in social justice work. In dealing with the theme of home and belonging (Kalamazoo cluster, fall 2022), to cite one example, faculty will be directly addressing matters of inclusion directly and indirectly.

Intercultural and Anti-Racism Annual Trainings:
- For Faculty, Staff, and Administrators – the Justice at Work course will be offered again this year (its 3rd offering).

Reference: GT11055
Attendees feedback indicate that the community is growing in its ability to have difficult conversations. Several community building activities have evolved due in part to attendance in this course (the Traveling Open Houses, the Community K’arnival, and Let’s Talk DEI) and discussions that are taking place. This year, we will create a grant program to support staff and faculty projects intended to build community, and that develop following completion of this course.

- For Students – we are resuming their ERACCE trainings with two changes: (1) required for students interested leadership positions, and (2) run as an off-campus retreat.

Using more Inclusive Pedagogy to Create more Inclusive Classrooms
- Dr. Rachel Love is actively working with the STEM Division to create programs that will help get incoming students to a baseline level of preparedness (e.g., by addressing math skills). As the Learning Support Specialist, Rachel offered a partial credit course titled: “Pedagogy for Peer Support.” This course (to be offered annually) will introduce students to the fundamentals of pedagogy and teach them strategies for helping peers with diverse backgrounds and learning styles strengthen their academic skills.

Institutionalizing Equity and Inclusion into Hiring, Tenure, and Promotion practices
- As noted earlier, our grant has also targeted reward processes as an essential component in institutionalizing values and practices associated with equity and inclusion. We have already revised the Plan of Employment, hiring materials, and Faculty Personnel Committee (FPC) processes and procedures to require attention to inclusivity. In the last two faculty review cycles (2019-2020, 2020-2021), for instance, the following expectations have been instituted: “For faculty beginning at the College in Fall 2019 and after, we will expect candidates to address this criterion [regarding inclusivity] in their work and personal statements during their reviews.” At multiple faculty meetings (and on our College website), FPC stated that “[r]ecent search ads have included language about creating an inclusive learning environment, so we feel that colleagues starting in the fall of 2019 or later are beginning work at the College with this expectation already in place.” All faculty, however, are encouraged to address this institutional commitment.
9. Unanticipated Outcomes to Date

Is there any additional information that will assist the IE community (HHMI, IE grantees, and the IEC) in better understanding how your project is building institutional capacity for inclusive excellence?

Response

One interesting observation of the last couple of years is that students have stated “lots of people are doing that now” when in conversations about the inclusivity work being undertaken. In previous years students would make statements like: “they are racist” and “they don’t want me here.” We are also finding that community members continue to engage with one another on these issues, and understand and listen to the different voices on campus.

This past year, and especially this summer, the campus has experienced a rejuvenation of community! Several events brought members of the community together for fun and laughter:
• FANTASTIC Friday food – 11 open houses hosted by 17 different units.
• Cooled off with ice cream and the smooth sounds of a Bluegrass band – funded by an anonymous donor!
• Created lasting memories at the K’arnival.
• And various celebrations such as Juneteenth, Black Joy Week, retreats, picnics, and plenty of various gatherings. NOTE: this information appears on the Human Resources (HR) site!
10. PIC Engagement

We invite you to reflect on the ways the PIC is impacting you and your program. Please consider the following questions. What is your understanding of the purpose of the PIC? How have the PIC interactions influenced both the work at your institution and the capacity of your team to engage in inclusive excellence work, including any effect on personal and professional development?

Response

To be honest, we have not found a way for our PIC9 to work constructively together. This has been exacerbated by the COVID-19 pandemic, our separation by distance, and frankly, the dissimilarity of our institutions. The nature of everyone feeling overworked has also been a contributing factor.

It is our belief that PIC9 activities were directly hampered this past year, however, specifically by the uncertainties of the new year (COVID-19 still lingering). At least one of our PIC9 institutions had a strict “no travel” mandate. The other three had a variety of “optional” guidelines for face-to-face activities, which complicated our abilities to plan for meetings. We engaged together only 3 times last year: (1) a virtual meeting on Zoom at the start of school year (9/14/21), (2) during the AAC&U fall meeting “2021 Virtual Conference: Transforming STEM Higher Education (11/4-6/21), and (3) during a virtual workshop organized by Syracuse U titled: Towards Institutional Change – moderated by Dr. Adrianna Kezar, Wilbur Kieffer Endowed Professor and Dean, and Professor of Leadership at USC (on 2/27/22).

Our Supportive Liberal Arts Cluster (SLAC) did not meet this past year. We did, however, continue to provide each other opportunities to learn from one another and collaborate in ways specific to individual pairs/groups.