
PROGRESS REPORT ON THE RECOMMENDATIONS OF THE SPECIAL TASK FORCE ON

Diversity, Equity and Inclusion

MAY 2016

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The Task Force Recommendations: Summary of Progress

The *Special Task Force on Diversity, Equity and Inclusion* made 41 recommendations related to campus climate. **Work on every recommendation is underway or completed.** See the *Report of the Special Task Force* for a full description of the recommendations. See the detailed discussion that follows for more information about the actions that have been taken.

Twenty recommendations focused on concrete tasks that have been completed. Going forward, work in these areas will continue as appropriate in order to create sustained progress.

- ✓ A **Dean for Diversity and Inclusion** in the Office of the Vice President for Campus Life to focus on diversity and inclusion was appointed.
- ✓ The Graduate School expanded **communication to graduate students about identity-based resources** available to them.
- ✓ Additional diversity-related training was provided to the Residential College Advisors and Residential College staff.
- ✓ The Provost's Office provided **additional funding to the Carl A. Fields Center, LGBT Center and Women's Center** for staff, programming and student initiated programs.
- ✓ The Carl A. Fields Center created a **diversity peer education program**.
- ✓ The Office of the Dean of Undergraduate Students and the Graduate School made more diversity and inclusion-focused funding available to identity-based student organizations and publicized the process for accessing the funds.
- ✓ The Office of the Dean of Undergraduate Students and the Graduate School made funding available for identity-based student organizations to host events focused on people with one shared identity.
- ✓ The Office of Development provided identity-based student groups with **information about fundraising**.
- ✓ The **Ombuds Office** was identified and publicized as a confidential resource for those who experience bias.
- ✓ Training for administrators and student leaders about how to respond to bias concerns was expanded.
- ✓ **Policies prohibiting bias, discrimination, and harassment** were publicized.
- ✓ **FAQs** and an **Infographic** explaining bias response options were created and posted.
- ✓ **Rights, Rules, Responsibilities 1.2.2** was updated to clarify references to the Policy on Discrimination and Harassment.

- ✓ **Undergraduate advising was enhanced** to guarantee equitable access to academic support.
- ✓ Undergraduate orientation was redesigned, incorporating elements from the Outdoor Action program.
- ✓ The "Reflections on Diversity" undergraduate orientation session was redesigned.
- ✓ Diversity-related components of graduate student orientation were expanded.
- ✓ Collection of demographic and climate-related data for diversity purposes was enhanced.
- ✓ **Information about the availability of demographic and climate-related data** was posted online.
- ✓ Funding was provided for **public programming on the themes of identity and difference**.

Work on an additional **eighteen** recommendations has begun. Most will be fully implemented during the 2016-17 academic year. The recommendations that will require ongoing attention have the resources and plans in place to support their continued progress.

- ✓ The Office of Campus Life will further coordinate resources across identity-based centers.
- ✓ The Offices of Campus Life and the Dean of the College will collaborate to further expand efforts to address social and cultural needs of low-income and first-generation students.
- ✓ The Office of Campus Life will continue work to make the Carl A. Fields Center a "cultural hub" and home base for students of color.
- ✓ Based on the space assessment of the Carl A. Fields Center conducted in 2015-16, renovation of the center's space will take place during 2016-17.
- ✓ The Office for Campus Life will continue to **work with eating club leadership** to offer diversity-related training and **provide information about the extent of University jurisdiction** over student conduct in eating clubs.
- ✓ Through the new **Provost's Fund for Cultural Studies**, the Provost and Dean of the Faculty will continue to encourage the faculty to expand course offerings that speak to issues of race, ethnicity, culture and difference, and devote resources to support such curricular development.
- ✓ The Provost and the Dean of the Faculty will continue to encourage recruitment of permanent faculty conducting scholarship on issues of race, ethnicity, culture and difference, including those whose research falls between the boundaries of existing academic departments and hiring units.
- ✓ The Writing Center will continue to incorporate diversity and difference in the topics of first-year Writing Seminars.

- ✓ The Office of the Dean of the College will continue to make information available to students regarding the process for developing new academic initiatives, including how students can express their interest in such initiatives.
- ✓ The Office of Institutional Equity and Diversity will continue to work with other administrative units to develop a set of core values, goals and desired learning outcomes for all diversity, equity and inclusion training at Princeton.
- ✓ The Office of Campus Life will continue to develop a student training “curriculum” of desired messages and skills.
- ✓ The Office of Campus Life will continue to work with the Undergraduate and Graduate Student Governments to include diversity, equity and inclusion as core values when recognizing and monitoring student organizations, and in the training of new student organization officers.
- ✓ The Office of the Dean of the College will continue to identify ways to incorporate diversity, equity and inclusion training at key milestones in the student experience.
- ✓ The Office of the Dean of the Faculty will continue to identify opportunities to incorporate diversity and inclusion training elements into departmental meetings and in faculty contexts.
- ✓ The McGraw Center for Teaching and Learning will continue to **expand tools for inclusive teaching**.
- ✓ The Office of the Dean of the College will continue to **review course evaluations** to solicit feedback on topics related to diversity, equity and inclusion.
- ✓ The Office of Institutional Research, which has already posted **longitudinal tables of demographic data**, will post climate-related data.
- ✓ The Office of Institutional Research will continue to improve presentation of demographic and climate-related data.

Three recommendations that involved communicating the Task Force’s point of view to other campus committees have been made.

- ✓ Recommendations to improve the residential experience were shared with the **Task Force on the Residential College Model**.
- ✓ Recommendations to improve the graduate student experience were shared with the **Task Force of the Future of the Graduate School**.
- ✓ The recommendation to consider a diversity and culture distribution requirement for undergraduates was shared with the **Task Force on General Education**.

Progress Report: The Recommendations of the Special Task Force on Diversity, Equity and Inclusion

A. Building and sustaining an inclusive campus climate

During the spring 2015 semester, the [Special Task Force on Diversity, Equity and Inclusion](#) collected input and made recommendations designed to improve Princeton's campus climate. An inclusive campus climate is essential in order to provide an environment where all community members can succeed, and the Task Force acknowledged that negative experiences on campus were disproportionately and unfairly born by individuals with minority identities, including people of color, women, LGBTQ people, members of religious minority groups, low-income and first-generation students, people with disabilities and others. As the Task Force stated, "On an inclusive campus, all students, faculty and staff members feel that they belong, respect others' right to belong, and have an equal opportunity to thrive and contribute fully. A negative campus climate is one that exhibits disrespect, inhibits the ability of community members to participate equally, and marginalizes individuals or creates a sense of being less valued."

The Task Force's report (May 2015) discussed more than forty strategies for improving campus climate. One year after the release of the report, all of the recommended actions have begun, and many are complete. Most will be fully implemented during the 2016-17 academic year. The recommendations that will require ongoing attention have the resources and plans in place to support their continued progress.

Highlights of the progress to date include:

- **Appointing a new dean for diversity and inclusion in campus life**
- **Allocating additional funding and staff for the identity-focused centers**
- **Developing new undergraduate and graduate student orientation programs**
- **Creating a diversity peer educators program at the Carl A. Fields Center**
- **Adjusting the programming and use of space at the Fields Center**
- **Expanding training and information for bias response**
- **Increasing transparency of demographic data**
- **Providing funding for cultural studies initiatives**
- **Expanding undergraduate advising resources**
- **Providing training on inclusive pedagogy for faculty and Assistants in Instruction**
- **Allocating additional funding for campus-wide public programming about identity and difference**

This update describes significant progress, but should not be interpreted to mean that the work is finished. Ensuring an inclusive campus climate does not end with checking items off a list. As the Task Force emphasized, "Fostering an inclusive campus climate requires a sustained and long-term commitment which acknowledges that engaging diversity and difference is hard and sometimes

uncomfortable work.” The Task Force’s recommendations were designed to launch rather than complete a new phase of action by strengthening infrastructure, identifying gaps and signaling direction.

New activities and initiatives will continue to emerge. A healthy campus climate is one in which constant commitment and innovation around diversity and equity are expected. The themes of the Task Force’s report will remain institutional priorities.

The Task Force was organized in response to student concerns. Student perspectives and student voices will continue to be valued and sought.

In addition to the activities described in the following sections, three more themes emerged as priorities: oversight and accountability for progress, communication with the campus community, and tools for measuring climate. The plans associated with each of these overarching themes are discussed below.

The report also noted that in order to fully address campus climate, there must be more consideration of the needs of faculty and staff members. This work has begun under the auspices of Human Resources and the Office of the Dean of the Faculty.

B. Oversight and Accountability

To sustain progress and identify evolving campus needs, the University must have long-term structures that provide oversight, set priorities and guarantee accountability. The following groups are responsible for regular review of diversity, equity and campus climate initiatives.

A new [Special Committee on Diversity and Inclusion](#) established by the Board of Trustees will monitor overall progress.

The Institutional Equity Planning Group, chaired by Provost David S. Lee, serves as the senior administrative committee with responsibility for implementation of relevant initiatives.

The University Student Life Committee, composed of representatives from the undergraduate and graduate student body, the faculty and the administration, coordinates the collection of student input.

The [Undergraduate Student Government](#) and [Graduate Student Government](#) advise Vice President for Campus Life Rochelle Calhoun. In addition, she and other campus deans and administrators regularly meet with student leaders.

C. Active Communication

Transparent and timely communication between the administration and the campus community about plans, progress and areas of concern is essential. The [inclusive.princeton.edu website](https://www.princeton.edu/inclusive) has been

expanded to serve as a more dynamic source for news, policies and resources, and is updated regularly. A social media strategy has been developed in order to reach students more nimbly.

Throughout the 2015-16 academic year, Rochelle Calhoun, Dean of the College Jill Dolan, and Dean of the Graduate School Sanjeev Kulkarni sent regular emails to the student body (with copies to the faculty and staff) regarding campus updates. These emails will continue in future years, and [past messages are archived online](#).

The voices and perspectives of the campus community are necessary in order to understand campus climate, plan new initiatives and identify concerns. All members are encouraged to express ideas and provide feedback regarding diversity, equity and inclusion. In addition to the [Make Your Voice Heard](#) webpage, which provides a forum for public commentary as well as confidential/anonymous messages to the Office of Institutional Equity and Diversity, individuals can contact this office at (609) 258-7801.

D. Recommendation Updates

The Student Experience

*With the goal of enhancing the social, residential and co-curricular experiences of undergraduate and graduate students, the Task Force made a series of recommendations concerning administrative leadership, expanded and coordinated resources for identity-based centers and offices, and increased funding for student initiatives. These included several suggestions for improvement of the Carl A. Fields Center. Additional recommendations about the student experience were referred to the Task Force on the Residential College Model and the Task Force on the Future of the Graduate School. **For more information** about the activities described in this section, consult the [Office of the Vice President for Campus Life](#).*

A [Dean for Diversity and Inclusion](#) position was created in the Office of Campus Life. Dr. LaTanya Buck has been hired and will begin in August 2016. The dean will have responsibility for the implementation of several recommendations and encourage collaborations with existing efforts and programs. She will also lead the development of new initiatives to provide intentional focus and accountability for diversity and inclusion efforts across Campus Life.

The Provost provided over \$400,000 in new funding to the Carl A. Fields Center, Women's Center and LGBT Center. These funds supported expansion of staff and programming budgets. Separately, the Provost provided funds to the Graduate School to allow for expansion of its staff focused on diversity and inclusion for graduate students.

The report recommended that the Graduate School communicate more fully about the identity-based resources available to graduate students, including access to all student centers. Beginning in fall 2015, incoming Graduate Students received information about identity-based resources during their orientation. The LGBT Center, Women's Center and Fields Center hosted welcome events for graduate students, and the Graduate School is raising awareness of the centers by using them to host graduate

student functions. The Associate Dean for Diversity and Inclusion at the Graduate School is maintaining a [website listing of diversity-related student resources](#) for graduate students, and newly admitted students receive a guided tour of identity-based resources

Several of the Task Force's recommendations concerned ways to enhance the mission, setting and program of the Carl A. Fields Center, in order to better serve the needs students of color. To improve the usability of the space, consultants collected student feedback and conducted a programmatic study that helped identify needed renovations. The first phase of renovation is scheduled for completion by the start of the fall 2016 semester, with further construction during 2017. Students are participating in the selection of furniture, color schemes and visual branding. In the meantime, in order to make the space more accessible to students, the policy for scheduling has been changed. Room reservations are limited to student events related to diversity, inclusion and social justice. Based on recent student requests, four rooms in the center have been designated for use by cultural affinity groups.

As recommended, the Fields Center developed a [Diversity Peer Education Program](#) to be launched in fall 2016. The first class of Diversity Peer Educators, who will support campus initiatives related to identity, social justice, diversity and inclusion, has been selected.

Several recommendations involved increasing funding for cultural- and identity-based student organizations and improving the process for seeking such funding. Additional funding was made available for distribution by the Fields Center, Women's Center and LGBT Center, as well as directly through the [Campus Conversations](#) Initiative (see below, Public Programming). The Fields Center hosted an informational forum for cultural- and identity-based student organizations, explaining how to seek funds for identity, and this forum is to be an annual event. In response to questions about how student organizations can fundraise, [guidelines were posted online](#).

The Task Force made a formal recommendation to the [Task Force on the Residential College Model](#) to consider making every college a four-year environment, and that task force affirmed this recommendation in its final report. Decisions regarding implementation will be announced during the 2016-17 academic year.

The Task Force also made a formal recommendation to the [Task Force on the Future of the Graduate School](#) to assess the distinctive social and residential experiences of graduate students and propose ways to foster community; that task force analyzed and proposed such strategies in its report.

Addressing Discrimination and Harassment

*The Task Force identified several opportunities to strengthen institutional response to bias, discrimination and harassment. The report recommended that systems and resources for bias response be expanded and made more visible; more information about existing policies and procedures be made available to the campus community; and the administration work with the eating clubs to strengthen bias response in the clubs. **For more information** about the activities described in this section, consult the [Office of Institutional Equity and Diversity](#).*

In order to increase the visibility of policies, procedures and resources for bias reporting, a [new section was added to the *inclusive.princeton.edu* website](#). The resources include a new [FAQ](#) and an [infographic](#) explaining the relevant policies and procedures. [Rights, Rules, Responsibilities 1.2.2](#) was updated to more accurately reflect the [Policy on Discrimination and/or Harassment](#). The [Ombuds Office](#), which has always served as a resource for those who wished to discuss bias concerns confidentially, was more publicly identified on the *inclusive.princeton.edu* website and in the new materials. Although the Office of Institutional Equity and Diversity has primary responsibility for administering campus response to bias, discrimination and harassment, the newly appointed Dean for Diversity and Inclusion in the Office of Campus Life will be available as an additional (non-confidential) resource for such concerns.

A comprehensive program of training for campus administrators with responsibility for responding to bias concerns was developed. During 2015-16 training was provided to deans and directors in the residential colleges, Office of the Dean of Undergraduate Students and Graduate School; staff at Campus Life centers; and RCAs, peer educators and student leaders. Customized learning opportunities focused on identifying and responding to bias and micro-aggressions were piloted and delivered to graduate students in four academic departments during 2015-16, and an expanded schedule of sessions will be offered during the 2016-17 academic year. A training program for faculty regarding campus support resources and reporting obligations is under development for fall 2016. Also in fall 2016, a toolkit of resources and information will be rolled out to academic departments that are convening committees or designating faculty to focus on climate and inclusion. A bias response protocol designed to facilitate response and communication about public incidents of potentially discriminatory or harassing behavior is under development for launch in 2016-17.

During 2015-16 the Vice President for Campus Life worked with the eating clubs' Inter-Club Council and the Graduate Inter-Club Council to develop a plan for additional training of club members, as well as greater alumni oversight of climate issues within the clubs. The Inter-Club Council [issued a statement](#) expressing its commitment to diversity and inclusion and calling for greater student input and participation. The Office of Campus Life and the eating clubs are continuing program development for 2016-17. A new section explaining the jurisdiction of the University over individual student actions in the eating clubs was added to the discrimination and harassment [FAQ](#) and the sexual misconduct [FAQ](#).

Academic and Curricular Offerings

*The Task Force report discussed the importance of helping students to develop intellectual frameworks connected to diversity and difference, and the acute desire of students to learn and engage with these topics. The report made several recommendations about ways to expand curricular offerings and facilitate student input regarding those offerings. Additionally, the report recommended enhancements to student advising for undergraduates. **For more information** about the activities described in this section, consult the [Office of the Dean of the College](#).*

In response to the recommendation that the curriculum be bolstered to speak to issues of identity, the University established the [Provost's Fund for Cultural Studies](#). Funding was allocated to support

five teaching post-doctoral fellows (in American Studies, Gender and Sexuality Studies, Anthropology, and Global Health), each of whom will teach two courses per year. The Fund also supported the development of a new course on “The AIDS Crisis” and a summer undergraduate research fellowship to explore how identity and culture impact vulnerability and health in the United States. Calls for proposals will be made annually.

In 2015-16 more than fifteen new courses that focused on cultural identity and diversity were taught for the first time, in departments and programs including American Studies, African Studies, English, Global Health Policy, Theater, Sociology, Politics and Latin American Studies. Among the courses newly taught in 2015-16 or planned for fall 2016 are “Slavery, Freedom and the Archive,” “‘Yellow Peril’ – Documenting and Understanding Xenophobia,” “Disability and the Politics of Life,” “An Introduction to Latino Literature,” and “Queer Sexualities: Biopsychosocial and LGBT Perspectives.”

The report affirmed the importance of incentives to encourage the recruitment of permanent faculty members in interdisciplinary areas of scholarship. This effort was already underway under the auspices of the Dean of the Faculty, who in 2013-14 announced the availability of funds to support the equivalent to 20 new faculty lines (with additional support from departments) to recruit scholars who would diversify the faculty, and the [Faculty Advisory Committee on Diversity](#) advises on the distribution of these funds. In the fall of 2015, President Eisgruber charged a Task Force on American Studies to examine the future direction of the Program in American Studies, which is one the University’s principal sites for exploration of questions about race and ethnicity and discussions of interdisciplinarity in the humanities and social sciences. That Task Force plans to issue a report in the summer of 2016.

The Office of the Dean of the College was encouraged to work with the teachers of the first-year Writing Seminars to incorporate diversity and difference into the seminar topics. In August 2015 the Writing Program developed a variety of lesson plans that incorporated material from Claude M. Steele’s *Whistling Vivaldi*, a study of stereotype threat selected by President Eisgruber as summer reading for the incoming freshman class. At the annual Writing Program retreat, the full Writing Seminar faculty discussed how to integrate the new lesson plans into the particular contexts of their individual courses for 2015-16. The lesson plans will remain available on the faculty resource site for future use, and the faculty’s Curriculum Committee will continue to develop new materials.

The report made several recommendations designed to increase student input regarding curricular offerings. New academic initiatives are reviewed and approved by the [Faculty Committee on the Course of Study](#), and the Undergraduate Student Government and Graduate Student Government appoint representatives to serve on this committee. During 2015-16 the Undergraduate Student Government scheduled focus groups called “Curricular Conversations,” in order to collect student input to share with the Committee on the Course of Study. In addition, each academic department has a student committee that reviews curricular issues within the department.

The report recommended an enhanced program of academic support for undergraduates, including the development of student cohorts and increased faculty and graduate student mentoring. The Office of the Dean of the College launched the [Scholars Institute Fellows Program](#), which builds on the

success of the existing [Freshman Scholars Institute](#) summer program, to offer comprehensive mentorship and support for first-generation and low-income students throughout their four years at Princeton. The Scholars Institute Fellows Program incorporates many best practices, including regular student cohort meetings to generate scholarly and social community, faculty and staff mentorship, student leadership training, and workshops focused on professional and academic development. The Office of the Dean of the College also doubled the number of students participating in the [Mellon Mays Undergraduate Fellowship](#) Program.

The Task Force made a formal recommendation to the [Task Force on General Education](#) to establish a distribution requirement for undergraduates related to diversity and culture. This task force is expected to make its final report in fall 2016.

Learning about diversity, equity and inclusion outside the classroom

*The Task Force articulated the importance of expanded learning opportunities for all campus populations, including but not limited to traditional forms of training. Its recommendations addressed the need for more unified learning goals and outcomes across campus populations; strategies to improve student orientation programs and incorporate relevant topics into other shared undergraduate experiences; increasing the learning opportunities for faculty and instructors; and inclusion of diversity-related questions on course evaluations. **For more information** about the activities described in this section, consult the [Office of Institutional Equity and Diversity](#).*

The report recommended creation of a coordinated plan for core values, goals and learning objectives for training across campus populations and, more specifically, the development of a detailed student “curriculum” of messages and skills to be delivered throughout the students’ time of study. A campus-wide working group of diversity practitioners representing multiple campus constituencies defined over-arching themes and developed a training plan customized to each constituency. In addition to the learning opportunities for student and faculty members discussed below, Human Resources developed and piloted a set of staff-oriented training programs.

The report recommended that student orientation be expanded in order to make diversity, equity and inclusion a priority. After conducting focus groups and benchmarking with peer institutions, in 2015 the Office of the Dean of Undergraduate Students redesigned first-year student orientation program called Reflections of Diversity, in order both to acknowledge the importance of inclusion and related institutional values and to teach incoming students the skills needed to build an inclusive community at Princeton. Reflections on Diversity builds on the foundation established during the All Freshman Orientation Program, which is designed to facilitate a strong transition to college. First-year students participate in small group, student-led experienced based on a common curriculum that asks students to think deeply about values and expectations and introduces concepts of identity and difference. The new Reflections of Diversity was moved to the first night of the orientation schedule on campus, and RCAs were trained in advance, so that they could lead debriefing conversations. Working with the Office of the Dean of the College, the Dean for Diversity and Inclusion will identify ways to extend this training model to other undergraduate experiences across the full four years of study.

The Graduate School has reformulated its orientation for incoming graduate students to emphasize diversity and inclusion. The 2016 orientation will include sessions that introduce concepts such as unconscious bias, as well as campus policies and new initiatives. The orientation will be a launching point for additional interactions focused on living, learning and working across differences throughout the academic year.

In September 2016 the Undergraduate Student Government and the Office of the Dean of Undergraduate Students will jointly sponsor a day-long leadership development program for student organization leaders. The central focus of this program will be the promotion of inclusivity through student group affiliation and promotion of opportunities for diversity work through student-sponsored programs and activities.

In response to recommendations about ways to increase learning opportunities for faculty members, new resources have been put in place to provide faculty with tools for creating inclusive classrooms and supporting an inclusive departmental climate. These include annual diversity-related training for freshmen and sophomore faculty advisers; an online toolkit of self-study materials designed to help departmental leaders create an inclusive climate; a wide variety of online resources provided by the [National Center for Faculty Development and Diversity](#); and a new manual to outline best practices for inclusive faculty searches. In-person training workshops were piloted with several academic departments in preparation for further expansion.

The [McGraw Center for Teaching and Learning](#) expanded its training and support to faculty and graduate student Assistants in Instruction (AIs), in order to promote inclusive teaching practices and culturally responsive learning. These activities included start-of-semester orientations to teaching for new faculty and AIs; programming for faculty on topics such as stereotype threat and gender and authority in the classroom; and outreach to departments to encourage self-reflective, culturally-informed approaches to teaching and learning. The Center's Working Group on Diversity and Inclusion is overseeing the development of resources, including online [Inclusive Teaching Strategies](#) and tips for disrupting stereotype threat. In 2016 the Office of the Dean of the College sponsored a program for faculty, graduate students and undergraduates, entitled "The Politics of the Classroom," which focused on classroom climate. Following a recommendation that course evaluations solicit feedback related to climate in the classroom and inclusive pedagogy, the Council on Teaching and Learning was [charged with reviewing Princeton's course evaluations](#), including how the student experience is reflected in the classroom. The Council's review will be completed in spring 2016.

Access to and Use of Data

*Recognizing the value of data as a tool for assessment, accountability and decision-making, the Task Force report included a discussion of ways to make data more transparent and usable for diversity-related purposes. At the same time, the Task Force recognized that data transparency can be limited by federal regulations and confidentiality requirements. **For more information** about the activities described in this section, consult the [Office of Institutional Research](#).*

The Task Force recommended that explanatory information about data availability and restrictions be provided, and the Office of Institutional Research has posted [this information on its website](#). The office also developed a working standard for reporting and integrating diversity-related data.

Several recommendations concerned strategies for making data more available to the campus community. The Office of Institutional Research has posted [longitudinal data tables](#) providing information about the gender, race/ethnicity and citizenship for all major campus populations. These data, currently available in Excel format, will migrate to the Tableau platform for increased usability.

The Task Force recommended strategies to improve demographic data collection. The undergraduate enrolled-student survey is administered annually to all classes; the graduate student survey was administered in 2016. During 2015-16 steps were taken to clarify definitions related to socio-economic status. Assessment of data collected through surveys was enhanced by expanding use of qualitative feedback and data collected for other administrative uses.

During 2015-16 a working group led by Vice Provost for Institutional Research Jed Marsh considered ways to collect more information about campus climate. New questions about discriminatory or harassing experiences were added to the [undergraduate and graduate enrolled student surveys](#). A new bank of questions designed to elicit more information about interactions between people with differing identities was added to the undergraduate enrolled student survey. To the degree possible while maintaining appropriate confidentiality, campus climate data will be posted in fall 2016.

The [We Speak survey](#) on sexual misconduct was administered for a second year, and its data will once again be released during fall 2016. The survey data supplements the collection of personal experiences and perspectives through student meetings and focus groups. For the second year, a robust social media campaign of student testimonials, complemented by an expanded incentive strategy, encouraged participation in the We Speak survey. The Graduate and Undergraduate Student Governments encouraged participation in the enrolled-student surveys for their respective populations.

The Task Force identified several specific ways in which the presentation and explanation of demographic data could be improved. Among the resulting steps were the disaggregation of socioeconomic and nationality data. For demographic data involving fewer than ten individuals, appropriate explanations for suppressing the data have been added.

Public Programming

*The Task Force recommended that the Office of the Provost provide funding and administrative support for a series of events to enhance campus dialogue about equity and diversity. **For more information** about the activities described in this section, consult the [Office of Institutional Equity and Diversity](#).*

With guidance from a steering committee that organizes events and reviews proposals, the [Campus Conversations on Identities](#) series was created in order to support individual student, student

organization, and staff and faculty proposals connected with key themes. In 2015-16 the themes were “own your words: building a culture of trust,” “imposter syndrome and stereotype threat,” “intersectionality of identities,” and “active inclusion, ally-ship and solidarity.” More than thirty events were funded. Signature events included “Ain’t I a Woman: My Journey into Womanhood,” featuring LaVerne Cox; “Working Across Difference: A Conversation on Allyship”; “Religion in a Diverse Democracy: An Inquiry into Identity Politics Now,” with Eboo Patel; and “An Evening with Jose Antonio Vargas.” The process for accepting proposals for 2016-17 will be announced in late summer.