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FORDHAM

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175 Years of Service

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## Report of the President's Task Force on Diversity

Fordham University

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## **Statement of the Problem**

Political and social realities of this decade have led to critical questioning, difficult conversations, and even acts of civil disobedience in the pursuit of an understanding of what it means to live in a democracy today. These realities have tested the notion of what Gunnar Myrdal described as an “American Creed,” which includes ideals of liberty, equality, justice, and fair treatment of all people (1943). Racism and discrimination, along with diversity and inclusion, are major issues in both American society and the global community today. Too often, these subjects appear in negative contexts, such as a police shooting of a Black person or a biased depiction of an ethnic or gender group. Our nation’s schools, including Fordham University, have not escaped incidents of bigotry and bias.

These incidents are few in number at Fordham, but at the same time they are too many. The incidents are damaging to the spirit of fellowship that is a core value of American democracy and of our Jesuit, Catholic heritage and beliefs; the resulting media exposure also damages Fordham’s reputation.<sup>i</sup> Moreover, it is undeniable that as a University and part of American society, both in the past and today, Fordham is not exempt from the realities of racism, including institutional racism.<sup>ii</sup>

## **Fordham University: History and Diversity**

Like most institutions, Fordham can trace over its history a trajectory of development away from problematic older attitudes to a more enlightened mode of thinking about the issues of diversity and inclusion. Founded in 1841 as a Catholic college for predominantly white young men of Catholic immigrant families in the greater New York metropolitan area, gradually the University expanded to welcome members of other immigrant groups, individuals of other faiths, women, and members of different cultures and racial-ethnic communities. From its beginning as a small Catholic college with undergraduate students drawn from local Catholic high schools, by 2016 Fordham has become a national and world-renowned institution of higher education, enrolling students from across the nation and from around the world. At the first Commencement in 1845, 145 male students, largely of Irish background, plus a sprinkling of Hispanic students, attended the ceremonies; in 2016, thousands of male and female students of all backgrounds and faiths participated in the Commencement celebrations.<sup>iii</sup>

Fordham comprises nine schools across three campuses. Encompassing undergraduate and graduate degree programs, certificate programs, and programs for economically and academically disadvantaged students and for adult education, Fordham has achieved a level of success far beyond the vision that led to its founding.

Today, the University is expanding its reach to serve a broader national and international student body, while remaining committed to its home in New York City and to serving local communities. It is challenging to balance these aspirations and achieve a unified sense of University-wide identity and community, primarily because of the fragmentation across geographically far-flung campuses, several distinct academic units, disparate histories, and numerous buildings, as well as limited interaction among students, faculty, and staff of the

various schools. Members of the Task Force were frequently told that there are many “silos” on the campuses of the University and that the silos do not connect with one another to foster a larger sense of community.

The overall climate at Fordham is open, welcoming, and well-intentioned, but challenges that include race and diversity components are everywhere, from recruiting and retaining students to diversifying the teaching faculty and administrative offices to responding to racial and bias incidents. On occasion, language has been distasteful and rhetoric has been acerbic. A number of persons with responsible positions at the University consider it and themselves to be color-blind, which is a problematic stance, since it diverts attention from the persistence and dynamics of institutionalized racism. Pamela Lewis, an alumna, posits that “Not seeing race preserves racism by implying that it does not exist” (2016). Likewise, according to a recent presentation at the 2016 AJCU Conference on Diversity and Equity:

Not one single person at Fordham needs to be actively racist in his or her attitudes or actions, and nevertheless, the structural disadvantage and differential access marked by racial disparity means that Fordham and all Predominantly White Institutions are institutionally racist by default. It is not enough to be ‘not racist’; we need to find the tools to be anti-racist.<sup>iv</sup>

Over the course of its history, Fordham has examined itself from time to time, sometimes in a reactive way, with respect to the state of race and diversity within its grounds, and certain changes were adopted. In these past instances, however, some important recommendations were either not embraced by the University or not fully implemented; others, as will be noted in this report, require implementation at this time. Fordham is not unique among American universities today, many of which are struggling to implement policies that promote diversity and inclusion:

True diversity remains a struggle for many colleges. . . . One thing almost everyone agrees on: You can’t measure diversity just by counting numbers. Authentic diversity—in the student body, on the faculty, and in the many unscripted encounters that make up daily life on campus—requires a deep and broadly shared commitment.<sup>v</sup>

At this crucial moment in its history, Fordham has a unique opportunity to become a national leader in embracing change in areas of race and diversity, as colleges and universities elsewhere are striving to do, in response to what might be described as a national crisis on campuses of all sizes and affiliations.

John Feerick, Dean Emeritus of the School of Law and member of the Task Force, prepared a diversity timeline of the University, which may be found in Appendix B.

### **Past Study and Planning**

As mentioned above, the University has examined itself with regard to race and diversity on several past occasions. In 1988, Joseph A. O’Hare, S.J., then President of Fordham, convened a Task Force on Minority Education at Fordham University. The President’s charge to the Task

Force was to “review the University’s efforts in providing educational opportunities for groups; examine the state of inter-personal relationships among the University’s various racial and ethnic minorities; identify problems experienced by our minority population in a predominantly white institution; and propose recommendations for strengthening the University’s commitment to minority education” (Cammarosano 1989).

In the fall of 1999, Jeffrey von Arx, S.J., then Dean of Fordham College at Rose Hill, appointed a Faculty Task Force on Campus Culture partly as a response to incidents of bias and alcohol-related violence on campus. The Task Force sought new ways to give to Fordham “intellectual richness, mutual caring and commitment to a vision of the common good that should be hallmarks of Fordham University” (Green 2000). Recommendations of that Task Force were presented in its Final Report (Green 2000).

Another group that studied these issues was the Ad Hoc Diversity Committee formed in 2003 following a diversity seminar in November of that year. The committee sustained a continuing discussion regarding the state of diversity and multicultural affairs at Fordham, and it sought clarification from the University in several areas enumerated in the report (Molina & Mangum 2004).

The Faculty Senate also appointed a Race and Gender Equity Task Force and strongly endorsed its preliminary report on April 1, 2011. The Final Report of that Task Force was accepted by the Faculty Senate on April 23, 2012 (Piotrkowski *et al.* 2012). It made a number of recommendations that are consistent with the 2015 Race and Gender Equity Task Force Report.

The present Task Force notes that, although the earlier reports span a period of more than 25 years of Fordham’s history, their narratives and recommendations are strikingly similar to one another, and strikingly reflective of the information this Task Force gathered during the spring semester of 2016.

### **Appointment of the Present Task Force on Diversity**

As previously noted, Fordham is not unlike many universities that are currently grappling with the meaning of diversity and with multiple challenges to fostering a more inclusive community, against the background of institutional histories in which diversity and inclusion were not key components of their missions. Up until now, diversity and inclusion have not been actively pursued or even passively acknowledged by many educational institutions. Some even continue to tout themselves as color-blind in admitting and hiring practices, and, in doing so, turn a blind eye to the very real histories of racism and exclusion.

Since its inception, Fordham has aspired to be an institution that prepares its students to live in the service of others. Through its mission, the University has also strived to embrace non-white people as full members of its community. In the face of incivility in speech and challenged by actions based on one person’s difference from others, Joseph M. McShane, S.J., President of the University, has been clear that these incidents, and the biases they reveal, will not be tolerated at Fordham. In response to bias incidents in the fall of 2015, Father McShane wrote via email to the University community that “while the occurrence of bias incidents is unsettling on

any campus (and indeed in any American setting), it is especially unsettling on a Jesuit college or university campus” (December 11, 2015). Father McShane thus appointed a Task Force on Diversity and charged it to study the climate on Fordham’s campuses, to review the various programs that are in place to nurture a more welcoming and affirming “catholic” culture at Fordham, and to develop recommendations that will enable the University to address the obstacles that have made it difficult for Fordham to live up to the Jesuit ideals that it has always espoused.

Although Fordham is not a racist institution, institutionalized racism and incidents of explicit or implicit bias have impeded its ascendency to the greatness for which it was created and of which it is capable. To address these concerns, Father McShane charged the Task Force to be deliberate in focusing on race and the impact of racism on the community. The current social and political climate, which too often allows for negative speech about and dismissive actions toward some groups, added to the urgency felt by the Task Force to be relentless in gathering data, processing it, and reporting it to be used to the benefit of the University and all of its constituent groups.

### **Method of Study**

Prior to and in preparation for the first meeting of the Task Force, members were asked to read several articles that could provide some context for a discussion of diversity and its meanings, as they relate to all aspects of a university. Because definitional consistency was so important to how the Task Force asked questions and conveyed information about its purpose, it was essential that all members agree to operate with the same understanding of meanings of terms critical to the work. Early on in the process, the Task Force read the Fordham reports of 1989, 2000, and 2003 to get a fuller understanding of the concerns and challenges related to race and diversity in the education and life preparation of Fordham students. The Task Force also reviewed related reports, including a report from the Faculty Senate Task Force on Gender and Race Equity and Faculty Diversity and Retention entitled “Report to the Fordham University Faculty Senate” (December 2015), the Continuous University Strategic Planning group’s “Transformative Education: A Strategic Framework for Fordham University” (draft of March 2016), as well as other documents provided by the Fordham community. Additional reports critically reviewed by the Task Force were the “Report of the College Working Group on Diversity and Inclusion, Harvard University” (November 2015), “Pathways to Diversity and Inclusion: An Action Plan for Brown University” (February 2016), and “Racial Injustice in America: A Framework for Georgetown’s Future Engagement, Remarks by John J. DeGioia” (February 4, 2016). To further structure our data collection and ways of thinking about the President’s charge to the Task Force, documents were reviewed from other institutions in the Association of Jesuit Colleges and Universities, including Santa Clara University, Loyola University Chicago, and Boston College. All have operated for a number of years with successful diversity and inclusion offices, as well as programs that enhance the diversity at all levels at their schools.

In response to a question early on by one of the Task Force members about race, diversity, and inclusion, Anthony Carter, FCRH ’76, a member of the Task Force and former Chief Diversity Officer at Johnson & Johnson, provided a session that helped the Task Force

expand its awareness of the definitions and uses of the terms. This added to our definitional clarity in discussions with the Fordham community in the multiple conversations that were held over two months. Later in the deliberations of the Task Force, Jane Bolgatz, Ph.D., Associate Professor of Curriculum and Teaching in the Graduate School of Education at Fordham, provided a session on race, racism, and discrimination, which was useful in the formulation of the recommendations.

In light of these sessions and critical conversations, it was agreed that for the sake of this Task Force, certain definitional assumptions are going to be made. In summary, the following definitions were adopted:

**Prejudice:** judgments we make about others based on generalization

**Discrimination:** actions based on prejudice

**Institutional(ized) Racism:** systematic and cumulative system of advantage and/or disadvantage based on race

**Cultural Racism:** values and normality attributed to whiteness, and/or devaluing, stereotyping, ignoring, or “othering” people of color

**Explicit Bias:** bias in judgment and/or behavior that is intentional and operates at a conscious level

**Implicit Bias:** the bias in judgment and/or behavior that results from subtle cognitive processes that often operate at a level below conscious awareness and without intentional control

**Inclusion:** a situation where all members in a community work together to create and sustain an environment in which everyone feels safe, supported, and free to express her or his views and concerns<sup>vi</sup>

The membership of the Task Force comprised faculty, administrators, students, alumni, and support staff from the Office of the President, for a total of 21 members (Appendix A). The larger group was divided into five subgroups, each of which was responsible for an assigned number of interviews with constituent groups of the University. The goal was to have at least two Task Force members at every meeting. This was the case in all but three meetings due to the absence of a Task Force member or a member critical to the constituent group when the regular meeting was held. The Chair of the Task Force attended all but three of the scheduled meetings over the course of two months.

Five questions were developed by the Task Force to guide the conversations with individuals and groups during the period of information gathering. The questions were:

1. Do you think there is a problem of racism and discrimination at Fordham University?
2. Please share with us your thoughts on the problem of racism and discrimination at

Fordham.

3. What is your office/school/group currently doing to address the problem?
4. What do you need in order to enhance your ability to address the problem?
5. What do you believe the University should be doing in order to create and maintain a more diverse and inclusive university community?

It was decided that all deans and vice presidents and/or their designees would be invited to meet with members of the Task Force to respond to the five questions. A letter was sent to the two senior vice presidents, the provost, the eight area vice presidents, and the 10 deans of the schools of the University. The letter informed them of the purpose of the meeting and provided each of them with the questions they would be asked. The meetings lasted between one and two hours. All of the vice presidents and most of the deans were accompanied by senior staff members of their teams. The conversations were open, and all respondents seemed willing to respond to the questions freely, and to amplify their answers where appropriate.

The Task Force also requested meetings with departments critical to the life and functions of the University, most of which were assigned to one of the vice presidential areas. The same five questions were posed to department heads and administrators. As with the vice presidents and the deans, these respondents were forthcoming and expressed gratitude for the opportunity to provide information about their areas. The majority of those respondents were convinced that they were doing a good job in employment roles and were pleased to be employed by Fordham. A list of those departments and others reporting directly to area vice presidents is found in Appendix C.

The Task Force held five community meetings open to all members of the Fordham University community so that they could provide comments about their experiences as they related to the five questions. A community email was sent out to invite participation and encourage people to submit comments through an online form if they could not attend in person. Two community meetings were held at the Rose Hill campus and two at the Lincoln Center campus. For the convenience of community members, one was held during the day and one in the evening. The fifth community meeting was held during the day at the Westchester campus. At least five Task Force members attended each of the community meetings. Community attendance and participation at these meetings exceeded the expectations of the Task Force.

An open meeting was also held on both the Rose Hill and Lincoln Center campuses for graduate students. Although the Rose Hill meeting was poorly attended, the president of the GSAS Graduate Student Association made a very informative presentation about the concerns and needs of graduate students in his area. The information he provided about how to teach about diversity and racism and the handling of difficult classroom topics was outstanding. Five to seven graduate students attended the Lincoln Center meeting, where they raised concerns specific to them.

There were also other meetings held with various representative groups of the Fordham community, a list of which can be found in Appendix D.

Graduate and professional students brought a unique perspective with their tripartite role

as students, as rising professionals, and, in some instances, as course instructors. Graduate students who teach also have the extra requirements of dissertations and comprehensive exams. Some of these students expressed a concern that sharing their experiences of Fordham could result in their being viewed negatively by faculty overseeing their comprehensive exams or dissertations. Graduate students also shared information that was consistent with what was shared by all students who attended the meetings. They reported, however, that information about opportunities to meet with the Task Force was not shared widely in their schools.

Copious notes were taken at all of the meetings by Task Force members in attendance. Notes of each meeting were collated by the subgroups and shared with the entire Task Force.

### **Informational Interviews: Summary and Analysis**

The following is a summary and analysis of the feedback that the Task Force received during the informational interviews with regard to each of the five questions outlined above.

#### ***1. Do you think there is a problem of racism and discrimination at Fordham?***

Early on in the Task Force process, a statement was made that, “Fordham seems less inclusive than it was 10 years ago.” Several times during discussions with members of the Fordham community and in open meetings, those in attendance emphasized that they did not consider Fordham to be a racist institution. They considered Fordham a good place to work in general, mentioning that there is low turnover in many areas; however, it was widely acknowledged that Fordham’s culture does not encourage diversity. It was reported that students, faculty, administrators, and the clergy are all at fault for racist behaviors. As in many universities, there are still institutional structures at Fordham that result in a systemic and cumulative advantage to some, and therefore a disadvantage to others, especially in hiring and promotion decisions. These conversations unfortunately confirmed that institutionalized racism is present at Fordham.<sup>vii</sup> There is widespread community consensus that Fordham has a way to go to deal with persisting remains of historical discrimination and present instances of bias.

#### ***Students***

Students at information-gathering sessions reported incidents of explicit and implicit bias as well as microaggressions.<sup>viii</sup> These ranged from faculty members asking students to be spokespersons for their race during class discussions (e.g., “What do your people think?”), to generalized statements (e.g., “All Latino students are here on financial aid”). References have been made about the financial status of commuting students of color, including questioning in public settings whether poor students from the Bronx need to be at Fordham. The students reporting this behavior experienced this as code talk to mean Black or Latino students. Students also reported that when microaggressions occur in class between students, they are often overlooked by faculty. Frequently, when introduced in class discussions, controversial subjects regarding race or diversity are ignored or faculty members shift away from those topics. There were also reports of faculty attempting to address microaggressions arising in class, but doing so in a way that further marginalized students, such as placing the burden on the students being targeted to “teach” the class. In reporting these incidents, students were quick to point out that faculty members seemed uncomfortable with the management of the topics or the conflict that

could ensue if diversity issues were further explored.

Students reported that racism among students does occur and that it exists in our community. Some argued that students bring their own biases to Fordham, which then manifest in different ways on campus. It was pointed out in several sessions that ideological and sociological disparities, coupled with a lack of understanding of difference, and sometimes amplified by past experiences with diversity and difference, have on occasion led to difficulties in understanding, respecting, and fully acknowledging an “other.” Some students are unwilling to change or expand their ideology about the world and about differences in socioeconomic backgrounds. Students of color consistently reported feeling invisible and “less than” or even threatened by what they believed was stereotyping, as well as pressured to put forth excessive efforts to fit in. They also reported that affinity groups were helpful in providing them with support. Students involved with CSTEP and HEOP experienced their participation in those programs as supportive of both their academic and social endeavors. The Office of Multicultural Affairs also provides workshops, resources, and counseling to support students, programming for diversity, and training of Diversity Peer Leaders.

Asian students reported that they do not feel that they receive sufficient support for the unique circumstances, needs, and problems they face based on their racial and ethnic difference. Similarly, it was expressed that the diversity issues of international students are often overlooked.

Even as graduate and professional schools acknowledge that Fordham and the world at large need more men and women of color to hold the highest degree (that is, the doctorate), often school policies (e.g., policies on part-time study and financial aid) fail to support successful matriculation for these students. At present, few doctoral programs allow part-time enrollment and those that do limit the availability of financial aid to full-time students.

### ***Deans and Faculty***

There seemed to be agreement among the deans, their associates, and faculty members that faculty hiring at Fordham does not reflect or promote diversity as much as it should. It appears that Fordham has not been able to effectively identify or combat the obstacles that prevent it from attracting and retaining faculty of color. The contributing factors are thought to include an absence of unifying policies that specify for all schools the steps that should be taken in the hiring process, beginning with advertising positions and leading all the way through to tenure and promotion. There is a perception among respondents that after an applicant is hired, the lack of a consistent University-wide set of policies for contract review, tenure, and promotion poses problems in mentoring individuals new to Fordham.

Racist prejudice as well as both explicit and implicit bias have been observed in some faculty and dean discussions, as hiring and personnel committees invoked prejudiced ideas about the value of certain fields of scholarly specialization or questioned the academic expertise of candidates in such fields. The problematic question about fit (e.g., “How will he/she/you fit in?”), whether posed about a candidate in a closed faculty meeting or explicitly as a query to a candidate during an interview, has been reported to be used to derail the consideration of a person of color. Derisive comments have been reported that reflected a lack of respect for the

degree-granting institutions from which an applicant of color has graduated. In some situations, powerful senior faculty members, who have no interest in advancing a diversity agenda, control search and hiring committees in the schools.

Several of the schools expressed a strong interest in recruiting and retaining faculty of color, but voiced concern over some faculty and administrators resisting engaging in efforts to increase diversity through more intentional strategies (for example, through hiring initiatives). Diversifying the faculty is sometimes further complicated by less-than-timely hiring authorizations; while it is recognized that these authorizations are made in the context of fiscal constraint, timeliness is key, as strategic hiring is a competitive process.

All in all, racism, institutionalized racism, discrimination, and implicit and explicit bias do exist at Fordham, and are exhibited in the practices of some faculty, departments, centers, and individual administrators. They are also reflected implicitly, for example, in the lack of diversity among the faculty and the administration. For example, a school that prepares professionals to work with inner city populations of color has only one African-American faculty member. There are departments and schools that have a reputation for frequency of incidents of racial and gender bias; any efforts to deal with such incidents are reactive, and all too often unsuccessful. Frequently, incidents of implicit or explicit bias and racism are ignored, cloaked in silence, and/or the target of this behavior is intimidated by the actions of colleagues. Open discussions of race, racism, and diversity should be continuous, and safe spaces should be provided for them to occur.

### ***Non-Administrative Staff***

Few non-administrative staff members were willing to share information with the Task Force. Those who did expressed strong loyalty to the University. They indicated that sometimes they are treated unkindly by administrators, faculty, and students. Secretaries who met with the Task Force reported that, as a diminishing employee group at Fordham, they feel less appreciated and sometimes receive less-than-polite treatment from administrators to whom they report and who have comparable skills but are not part of the Office and Professional Employees International Union (Local 153 CBA). Ageism, not racism, was their primary concern, as persons holding the title of secretary sometimes serve for up to three decades. These staff members expressed reluctance to come forward with complaints due to concerns about job security, their perceived ability to do a good job, and peace on the job. Some simply accept unpleasant incidents with students, faculty, and administrators—including incidents that reflect ageism, sexism, or racism—as being the price they must pay for working at Fordham.

## ***II. Please share with us your thoughts on the problem of racism and discrimination at Fordham.***

The Task Force learned during its early conversations that the term “diversity” is sometimes seen as problematic or unclear because it encompasses more than race or ethnicity. Some believe the term to be outdated due to this lack of specificity. Others see the term only as relating to Black and Latino people.

## ***Students***

Students of color are found on both campuses, but there is a general perception that there are more students of color at the Lincoln Center campus, in part because of the number of commuting students there. Students, faculty, and administrators also regard the percentage of students of color at Fordham to be too low. Enrollment Services reported on its substantial recruitment and outreach efforts to potential students in the African American and Latino communities. The department reported more success in recruiting Latino students who matriculate, compared to Black and African-American students, where yield of students is not commensurate with the efforts expended. Enrollment Services has made substantial efforts to recruit Black and African American students to reside in residence halls. It is believed and has been reported by African American and Black parents that the absence of Residential Life counselors of color discouraged them from allowing their children to live in Fordham residence halls.

Fordham students and staff stated that racist, sexist, and homophobic acts involving students are more likely to occur when alcohol consumption is also involved. Members of the community opined that such behavior may be impossible to fully eradicate, but agreed that the University has a key role in setting the standards of conduct for the members of its community; the University should widely publicize those standards and respond strongly and decisively when behaviors that violate those standards take place.

There appears to be a wide-ranging feeling among undergraduate students of color that diversity is not valued, and safe spaces do not exist for them to express their concerns or voice their complaints about what they are encountering as learners at Fordham. For example, it was reported that there is a perception among minority students and differently situated students (i.e., veterans, LGBT students, and religious minorities) that financial aid could or would be withheld if they were to speak out for themselves or advocate positions that go against established norms. Some nontraditional students in the School of Professional and Continuing Studies reported feelings of discrimination when they enrolled in “day classes.” Students of color reported that microaggressions in the classroom and on campus are recurrent events in their lives at Fordham. Some students described situations in which instructors “embematized” them to make teaching points.

Although student-athletes of color have been targeted in racial incidents, student-athletes are reported to experience campus life at Fordham as a pleasant living and learning situation, where they feel fully integrated with their peers. Some reports indicated that although athletes matriculate on scholarship, many of these students experience economic challenges when it comes to engaging in out-of-classroom learning experiences and some social activities. It was also noted that there is a clear and striking absence of Black and/or African-American staff in the Athletics Department.

Some students of color who reside in residence halls feel isolated and unsupported by Residential Life counselors. Residential Life counselors reported that they make attempts to involve all students living in residence halls in discussions about diversity and activities that promote racial harmony. The experience of those counselors is that there does not seem to be a great deal of interest by majority students in those types of activities.

Commuter students expressed experiences of exclusion and the desire to have more commuter-friendly activities in which they feel engaged with the larger Fordham community. An example of such exclusion is the inability to visit and study with friends living in the residence halls after a certain hour in the evening. Another example is the absence of sizeable comfortable gathering places on the campuses where they can associate with one another and with non-commuting students. Commuter students expressed the need to have an expanded collegiate experience that draws on their skills and abilities in building complete living and learning experiences for all students.

Some non-Catholic students felt that they are not supported in expressing their religious beliefs. It was pointed out that although there are a number of Jewish students, faculty, and staff on the campuses, there is currently no Jewish chaplain or place designated for persons of the Jewish religion to pray. However, there was appreciation expressed of the establishment of a chapter of Hillel at Lincoln Center. Members of the community were also positive about the spaces that have been allocated for Muslim students to pray at Lincoln Center and Rose Hill.

### ***Faculty and Administrators***

Race and racism are difficult topics to address and often go unaddressed at the higher levels of administration unless there is a crisis, since concrete incidents of inappropriate behavior are easier to deal with than the underlying biases and systemic attitudes. There appears to be a strong feeling of community and identity at Fordham, which in itself can be a strength but which over recent years has also contributed to creating an atmosphere of exclusivity and elitism as the University competes for students and financial resources. It was mentioned that some faculty and administrators across the University lack cultural sensitivity and fail to see the relevance of attending to culture in their teaching and behavior with students and others different from themselves. The leadership of Fordham must lead by example if acts of discrimination and racism are to be eradicated in the community. In the future, leaders of color (i.e., vice presidents, deans, and senior faculty) must be hired if the climate is to be changed and the high quality of a Fordham education is to be maintained. It is worth noting that some members of the Fordham community are hopeful that, with new leaders in the mix, there is now a genuine willingness among the Fordham administration to work together to address concerns about racism and discrimination and to work toward diversity and inclusion.

### ***Human Resources and the University***

For Fordham to become a more fully inclusive, “catholic” university community, it is essential that our Human Resources area provide leadership and support throughout the University to assist all units in building a culture of diversity that embraces our Jesuit, Catholic mission. These kinds of Human Resources departments have operated at other Jesuit universities across the country, and received accolades for their diversity and inclusion initiatives. In many instances, the Human Resources department is the face of Fordham, and it is imperative that it be a face that is welcoming and respectful to all who wish to apply for employment at Fordham and to all Fordham employees. Concerns were raised at community meetings that Human Resources operates to ensure compliance with Federal requirements more than to ensure equality and non-discrimination in hiring practices and equity relative to beginning salaries. It was suggested that there is implicit bias in hiring decisions. While this may not be intentional, there exists, at least

among a number of those interviewed, the perception that this is, possibly, intentional. Among staff, persons hired are frequently of the Irish or Italian background, even though these are no longer the majority ethnic groups in Fordham's immediate neighborhoods. Fordham also does not appear to seek out minority and women-owned businesses when contracting for services.

Human Resources is not known to sponsor needed sessions that could assist departments in hiring for diversity. The department has not structured ongoing diversity and human resources training needed by hiring units at all levels, including administrators, faculty, and staff. Peer institutions that have made great advances in the areas of diversity and inclusion publish a diversity plan annually that sets concrete goals and methods by which the plan is to be evaluated. No such plan has been made at Fordham or at least shared with the University community. It is imperative that such a plan be put in place. In order to move diversity ahead at Fordham, there needs to be close working relationships among the Human Resources area, the Office of General Counsel, and the Title IX Office. These areas cannot afford to operate in silos if the University community is to become more diverse and inclusive.

### ***The Bronx Community***

A number of concerns about Fordham's relationship to the Bronx were raised in community meetings as well as in smaller meetings with our constituents. There was almost no concern expressed about how Fordham relates to the Lincoln Center community. It was pointed out in several conversations that Rose Hill has become, essentially, a gated community. Bronx residents apparently do not expect to participate in the life of Fordham. Even though there are scores of activities and programs sponsored and supported by this University in the Bronx and on the Rose Hill campus for residents of the Bronx, little note of these accomplishments is taken, either by members of the Fordham community or the Bronx community. That is to say, Fordham does a poor job of informing the community of these accomplishments, internally and externally. Many citizens of the Bronx have no knowledge of the bridge-building service activities of the University and the University's desire to be a good and inclusive neighbor. The lack of publicity and communication does not serve Fordham well. There are also large numbers of youth in the Bronx who attend programs sponsored by the University, but few of those young people become matriculated students.

The Bronx constitutes a marvelous pool of future students and employees. Enrollment Services continues to be creative in its recruitment efforts in the Bronx and in reaching out to people of color in the other four boroughs of New York City. Still, concerns were raised about insufficient local recruitment and outreach, especially in the Bronx. Fordham needs to be broader-minded and more deliberate in looking at talent pools, while focusing on building those pools by developing, for example, stronger STEM (science, technology, engineering, and math) programs and actively recruiting students of color to those programs. Through such efforts, Fordham's standing in the Bronx could be improved. The program in Natural Sciences in Fordham College at Lincoln Center has been successful in this regard and could be considered as a model for Rose Hill and the Bronx. Students who enter such programs can become the next generation of Fordham professionals.

A listing of community partners, provided by the Dorothy Day Center for Service and Justice, can be found in Appendix D.

### ***III. What is your unit doing to address the problem?***

All of the deans expressed the need for focused and continuous interventions to increase community competence in identifying, analyzing, and understanding racism and diversity. All members of the community, including administrators, faculty, staff, and students, need help in identifying ways to dismantle structures that sustain racism. The deans themselves also need assistance in establishing practices and programs that promote diversity and inclusion among the student bodies, staff, and faculties of their schools. Some of the schools plan activities of this nature at regular intervals during the year.

#### ***School Initiatives***

One dean dedicated two special, non-optional faculty meetings to discussing racism and diversity. Next year, there will be two meetings where these topics are to be revisited. Two schools reported that they had diversity/racism awareness committees that address a range of topics and sponsor special sessions for their faculties. In another school, cultural competency sessions have been offered to faculty, diversity scholarships have been established, and enthusiasm for curriculum revision has been supported by the dean's office. One school reported an enhanced effort to focus faculty searches on diversity. In the area of Arts and Sciences (which currently comprises FCRH, FCLC, GSAS, and PCS), a pilot program for "Strategic Faculty Hiring" was initiated and successfully implemented in academic year 2015-2016. Pilot projects of this nature will continue in order to learn the most advantageous hiring practices for Fordham. The dean of one professional school meets with student affinity groups. That dean stressed the importance of having the assistant and associate deans and faculty available to these affinity groups to help group members integrate into the school and their professions. The same dean has open discussions with students of color with the expectation that difficult subjects will be addressed in their sessions. An alumni group of color was started in that school, which also has a dean's alumni council that for the first time put race on its agenda in academic year 2015-2016.

In one school, an active minority affairs committee provides guidance to faculty in addressing issues of race. This school has made financial aid for students of color a priority. Another school reported active participation with the Office of Multicultural Affairs in its programming. At one school, a faculty meeting is held once a semester where either a member of the faculty or an invited speaker discusses diversity and racism.

Diversity issues are included in new student orientations in all schools. In several schools, accommodations have been made for part-time completion of doctoral courses. The typical full-time nature of those programs often has a disproportionately negative impact on the ability of persons of color to get the highest degree in their fields. Unfortunately, these are also students who are most in need of financial aid, but many do not qualify for financial aid since, in the main, only full-time students qualify for financial aid.

One school secured a grant from Verizon that pays room and board for 25 high school students to come to Fordham to study for three weeks in the summer. The Verizon grant creates a pipeline for applications from those students of color, who, if admitted, may be receptive to enrolling at Fordham. That school also has an inter-professional program (or IPE) that requires

its students to work with other students in a small group to learn more about each of their diverse backgrounds. This occurs in the sophomore year. Some students have found this experience to be not just instructive but, in fact, transformative. The school also sponsors a speakers' series in which professionals are invited to undergraduate courses to talk about diversity in the work force.

### ***Student Affairs***

The senior vice presidential area responsible for the welfare of students provides support and staff sponsorship to affinity groups of undergraduate students in the four undergraduate schools. Many programs and special events dedicated to the understanding and celebration of diversity are held at Fordham, but they often fly under the radar, are poorly advertised, and fail to attract the notice of interested parties.

The Division of Student Affairs provides support to students in difficult situations through a number of offices, including the Office of Multicultural Affairs as well as Counseling and Psychological Services (CPS), both of which are very responsive to the needs of students confronting racism on campus. The Counseling Center also participates in training sessions and programming to enhance respect for diversity. The Office of Student Life is also actively engaged in providing proactive and professional training to reduce the rate of occurrence of bias incidents and to foster diversity and inclusion on campus. For example, Student Life developed web pages called "Actions Against Bias" and "Bias FAQ's," as well as a reporting protocol. The Division of Student Affairs has also formed a Bias Incident Resource Group. Trained staff members meet with persons who have experienced a bias incident to offer support and referral to internal and external resources, and notification is made to the Department of Public Safety. Processes to identify perpetrators in bias incidents have been refined and efforts have been made to offer support to complainants, for instance, by providing them with a dedicated support person. Also, security cameras on campus have improved security and contributed to personal safety.

### ***Campus Ministry***

Campus Ministry works collaboratively with other areas in providing support and counseling related to bias incidents, as well as trainings that help members of the community strive to combat racist behaviors and support social justice. Frequently, students of color do tremendous community service, and it is reported that many find consolation in the justice activities they engage in as a part of their Campus Ministry participation. The Dorothy Day Center spearheads the Urban Plunge initiative, trains Social Justice Leaders, and is a member of the Undoing Racism Collective. All of these help prepare students to live in a diverse yet respectful world, and contribute to it as well.

### ***Service to New York City***

Fordham sponsors a great deal of community-based service that speaks to its commitment to the well-being of New York City. The administration works with elected officials and private-sector leaders on improvements throughout the City and the region. Fordham's community of students, faculty, and staff have annually contributed more than 1 million hours of community service to agencies and programs in the Bronx, and the University worked very hard on efforts such as improving the lighting in Amsterdam Houses at Lincoln Center. Individual schools

engage in a variety of programming activities throughout New York City. Practical learning experiences are part of many academic programs, and those practical experiences convert to a great number of service hours to communities in the region.

The University provides support for University Neighborhood Houses, credit unions, courts, and elementary school programs. The University also hosts local conferences and meetings dedicated to the improvement of New York City and Westchester County. Over the years, outreach activities have given rise to successful programs and model projects that have directly supported local communities of color. But there are also instances where very successful groups or programs disappeared after public funds that had supported them dried up or were diverted to other public programs. Fordham has not always been motivated or able to institutionalize those programs once the public funding went away.

There are more than 50 centers and institutes at Fordham and more than 50 percent of those indicate they support in some way diversity in education, advocacy, and community development. The centers and institutes are in most of the schools or are sponsored by one or more schools.

#### **IV. What should the University be doing to create and maintain a more diverse and inclusive University community?**

The University must define a stance, as well as policies, on appropriate community behavior. Resources must be committed to programming for ongoing diversity training for all sectors of the University community. Safe spaces and regular opportunities should be created for members of the community to come together to talk about racism and diversity, and about how to build and sustain a diverse community guided by Ignatian principles.

#### ***Mission***

Fordham's mission statement should be revised to incorporate explicit reference to diversity and inclusion as our values; specific mention of welcome to persons of color should be included as well. References to diversity and inclusion should also be made in all marketing materials and job postings. A public awareness campaign is needed to communicate to the public at large that, as a Jesuit, Catholic institution, Fordham University is an open community that welcomes students and employees of all religious or nonreligious backgrounds, and of all racial and ethnic backgrounds.

#### ***Students***

Increasing the diversity of the student population will not, on its own, change the culture of the institution, but such an increase would undoubtedly constitute an important step in the right direction. New opportunities for recruitment, enrollment, and support of students of color must be created. Foremost among these needs are a dedicated financial aid pool to enable matriculation by more students of color, and a variety of meaningful support services for those who do matriculate. At Rose Hill, for example, additional staffing is needed to help matriculated students of color adjust to living on campus, including in residence halls. All new undergraduate students should be required to complete a credit-bearing course that focuses on history, institutional racism, gender bias, and explicit and implicit bias. There should be regular

opportunities for discussions of these topics throughout all the years of a student's education. Safe spaces should be provided for these discussions.

The University should build and support academic programs that typically attract, or if creatively conceived could attract, a diverse student body—for example, STEM programs. This would require recruitment efforts that identify and reach out to promising students in the sciences. As noted, Fordham College at Lincoln Center has been successful in attracting and retaining such students. The Lincoln Center experience could serve as a model for Rose Hill.

### ***Faculty***

Uniform and transparent standards and policies for recruitment, hiring, retention, tenure, and promotion of faculty must be put into place. There should be clear guidelines and policies for diversity in new faculty hiring. There should be required, best practice-focused training in all schools to educate faculty on matters relevant to their areas of responsibility, including microaggressions, multicultural issues, and how to deal with instances of racism and disrespect of other groups in the classroom.

Training should be kept current for each faculty member. New faculty should be required to enter such training as a condition of employment. Opportunities for adjuncts should be created where they can learn about racism, diversity, classroom management of difficult conversations, and microaggressions. Diversity proficiency should be a part of evaluation of every course and every instructor's preparedness, and should become a part of every faculty member's performance evaluation.

### ***V. What can units do to enhance diversity and inclusiveness?***

The informational interviews conducted by the Task Force yielded a range of interesting initiatives that units are either already pursuing or thinking of pursuing. These fall into several distinct groupings.

A number of constituents emphasized that we must begin by deliberately creating a time and place—or, rather, regular times and places—to have difficult conversations about racism and institutionalized racism as a community. This would aid the University in establishing an open atmosphere that acknowledges the past, heals the present, and opens a way to a more inclusive future. We must work to initiate and promote conversations that explore and heighten sensitivity to racism, and that promote diversity and inclusion at all levels of participation at Fordham University.

Stakeholders also underline the need to increase the actual diversity of our community. Key among these are proposed initiatives to recruit and matriculate more students of color as well as initiatives to attract and retain more faculty of color. Many pointed out that more leaders of color should be visible in the institution. Human Resources ought to be a significant partner in developing better mechanisms for recruiting and hiring a more diverse workforce.

The need for financial investments in diversity has also been brought to the attention of the Task Force. Stakeholders point out that there have to be dedicated pools of funds to recruit

scholars of color and to add to student financial aid. Funding for programs such as HEOP, STEP, CSTEP, and the Office of Multicultural Affairs needs to be increased as well. Other types of programming to promote diversity and inclusion will also need to be funded and sustained (civility programming for first-year students was mentioned as one example).

Another focus of concern was on bolstering policies and procedures to support diversity across the community. For example, policies that heighten flexibility for students of color (e.g., by enabling part-time attendance, making aid available to part-time students, and creating new innovative majors or programs for nontraditional students) may result in more successful diversity efforts. Services for international students were also singled out as in need of attention.

In addition to articulating clear-cut community standards for diversity and inclusion, the University also needs to make sure that there are real consequences for acts of racial discrimination and hate or bias incidents. Senior-level administrators with compatible areas of responsibility must work across silos both to increase diversity and to enable the community to deal effectively with bias incidents.

## *Summary*

We find that:

- (i) There is no one in the University leadership who takes responsibility for developing a unified sense of community across the campuses.
- (ii) Conversations with members of the community indicated that there are feelings of distrust throughout the University and that there is fear of speaking out about concerns among staff, faculty, administrators, and students.
- (iii) Silos in the organization make communication difficult, and there is a lack of cooperation and integration of shared functions. There exists a generalized perception that nothing will happen that will ever change this Fordham reality.
- (iv) There is a significant underrepresentation of racial minorities in different parts of the University, especially in the undergraduate student body, in senior administrative offices, and in the teaching faculty. The lack of such leadership at the campus level contributes to an atmosphere where nonwhite students are mostly quiet and respectful, but distant in relation to the larger Fordham community.
- (v) There is far too much isolation and separation among departments and among schools in dealing with race and diversity. Cross-community dialogue on these issues is not plentiful either in the classroom or outside of the classroom.
- (vi) Students noted the lack of minorities in positions of student leadership and the tendency of majority students to associate with others similar to themselves. Student athletes, on the other hand, speak very positively of their interactions with each other as members of racially, socially, and ethnically diverse teams with the common objective of being successful in sports competitions.

The Task Force is acutely aware that similar initiatives to address diversity and concerns about bad behavior have taken place at Fordham in the past, and reports were prepared and recommendations, some similar and some almost identical, were presented. We urge that the following recommendations, which reflect a heightened sense of concern and urgency, be discussed openly and objectively with the goal of timely implementation.

### *Recommendations of the Task Force*

1. As positions become available, persons of color should be hired at the top levels of the administration at Fordham University, to include vice presidents, associate vice presidents, deans, and associate deans.

As a way of affirming and formalizing Fordham's commitment to diversity and inclusion, appropriate language should be placed in the University's mission statement affirming this commitment as an integral part of the University's Jesuit, Catholic identity. To achieve a culture change and advance a diversity agenda, representation of people of color as leaders must occur at all levels of the University, beginning at the top.

2. The position of Vice President for Human Resources and Chief Diversity Officer should be created, and an appointment to that position should occur in a timely fashion.

The Task Force repeatedly received feedback that there is a pressing need to advance the goals of diversity and inclusion but that, at the same time, the Human Resources (HR) area was not structured to address critical HR needs of the University or to align the University with best practices that recognize HR as a mission-critical function for highly effective organizations. After taking these two important issues into consideration, the Task Force strongly recommends that a new senior leadership position, Vice President for Human Resources and Chief Diversity Officer, be created. The Task Force also strongly recommends that the holder of this position report directly to the President, on a par with other members of the President's Cabinet, in order to ensure that the position has broad authority, influence, and responsibilities.

The new Vice President for Human Resources and Chief Diversity Officer will oversee the existing HR Department; however, the position could also comprise other duties, such as overseeing the Office of the Title IX Coordinator and EEOC compliance. The Vice President for Human Resources and Chief Diversity Officer will be responsible for providing overall strategic leadership for human resources and diversity in support of Fordham's mission.

As Chief Diversity Officer, this person will serve as champion for the University's overall diversity and inclusion agenda by developing and facilitating at all levels of the University, the strategies, decision making, priority setting, and actions necessary to advance diversity and inclusion at the University. The person in this role will chair the newly recommended Committee on Diversity and Inclusion, and will work closely with the Office of the Provost to advance diversity in faculty and pedagogical areas. Creating the role of Vice President for Human Resources and Chief Diversity Officer will position Fordham University as a best-in-class institution of higher learning.

3. Appoint the Fordham University Committee on Diversity and Inclusion, which would serve as a representative, standing committee.

The Task Force proposes that the establishment of this fully representative standing

committee take place in two consecutive steps. The first step is to create a Presidential committee empowered to develop a plan and timeline for the implementation of the present report; this committee should begin work in September 2016 and also serve as the search committee for the newly created position of Vice President for Human Resources and Chief Diversity Officer. In its first year, the committee will define: the duties and responsibilities of an expanded, standing committee that will be representative of the diversity interests of all University constituencies; the composition of that committee; and the membership and rotation of service to the committee. The expanded committee will be advisory to the President and the Vice President for Human Resources and Chief Diversity Officer, and will work with them to achieve goals related to the University's diversity plans.

4. Recruit and retain faculty of color.

Fordham should follow best practices that research suggests work as a strategy for hiring and retaining faculty of color. Key among them may be cluster hiring in thematic areas across departments and schools in order to create peer networks for new hires. In addition, there needs to be a large initial push to create peer networks for faculty of color already in the schools; peer and other mentorship programs will have to be developed as well. Initiatives like the John LaFarge Visiting Scholars and Fellows program that worked well in the past for Fordham should be considered for reinstatement. Through this program, doctoral candidates of color who may be close to completing their programs are recruited to work in departments related to their fields of study and are mentored by faculty members at Fordham. Such persons are then considered for a regular faculty appointment if a position becomes available, and if no position becomes available after completion of the Fellow's doctoral requirements, the Fordham experience becomes a valuable part of that person's CV. A successful "Strategic Hiring Initiative" was also piloted in the Arts and Sciences Faculty during the 2015-2016 academic year, and this initiative should be assessed, expanded, and replicated as appropriate.

5. Develop a uniform and standardized set of policies and procedures, including a faculty code of conduct to be used in the appointment of all new faculty hires in the University.

Human resources policies and practices for the hiring of faculty members should be available to all in the University community and to all applicants for faculty positions. These policies and practices would require close coordination among Human Resources, the Office of General Counsel, and the academic deans, department chairs, and program directors. These published policies will advantage the University as it seeks to attract a more diverse faculty.

6. The Office of the Provost should appoint an academic diversity officer or Associate Provost to handle faculty-related diversity issues and initiatives.

In order to advance recruitment, retention, and promotion of faculty of color, it is imperative that a member of the Office of the Provost be designated to monitor practices in each of the schools to ensure a more diverse faculty. Further, just as it is important for

students, staff, and the administration to be encouraged to operate in an environment where safe communications can occur, faculty of color should have the prerogatives for safety, freedom of speech, and academic freedom nurtured and protected by the Office of the Provost. The person in this position could also counsel deans and department chairs, and other persons in academic leadership, on matters relating to diversity in their units. This appointment could be combined with an existing one.

7. Enrollment Services and the Office of the Provost should continue to develop and implement innovative recruitment efforts and enrollment practices to increase the enrollment of students of color.

Enrollment Management should work with the undergraduate deans to assess and determine the diversity and inclusion goals of each school and formulate a recruitment strategy for each. Data provided by Institutional Research suggest that there is a funnel effect whereby numbers of students of color gradually diminish, from initial expressions of interest in applying through to actual matriculation, even when offers of financial aid are made. This funnel effect extends to the graduate and professional schools where undergraduates of color who graduate are not matriculating in graduate programs at Fordham. Fordham should consider establishing recruitment pipelines in targeted high schools, of which the Cristo Rey schools should be a prominent part, as well as academic and other programs that could aid in recruitment of students of color.

For graduate schools, the Provost's Office should work with the appropriate graduate and professional deans to establish diversity recruitment goals and strategies to achieve them.

8. Fordham University should use the current scholarship capital campaign to establish aid specifically directed toward undergraduate and graduate diversity goals.

It is well known that one way to counteract the pipeline effects described above is through targeted scholarship aid. The current campaign is the appropriate vehicle through which to advance this goal, and the Development and University Relations (DAUR) area should be critically involved in these efforts. Fordham University needs to be able to provide full scholarships to selected applicants of color, and it needs to nurture the pipelines by developing "pipeline scholarships" that mentor particularly meritorious students from undergraduate programs into graduate programs.

9. The curriculum should include a required, credit-bearing course that helps students address racism and exclusion and grasp issues surrounding diversity, as well as ongoing educational programming on diversity and inclusion.

The University's goal of developing "women and men for others" provides a strong and clear foundation for a diversity course requirement, to focus on issues of racism, marginalization, and exclusion of persons and groups deemed "other" and on their remediation, as a part of the undergraduate experience at Fordham. Several schools in the University require a course on diversity; others do not. The First Year Formation course and the pluralism courses have been suggested as ways in which the faculty can

contribute to educating Fordham students about diversity. Another suggestion is to have a required, non-credit bearing course experience for all entering undergraduate students developed cooperatively by FCRH, FCLC, the Gabelli School of Business, the Division of Student Affairs, and the Division of Mission Integration and Planning. Graduate schools that do not have required diversity courses should be asked to develop either a course or a required diversity experience.

10. Make diversity training a requirement for all new faculty members and instructional staff.

New faculty members and instructional staff receive an orientation to Jesuit ideals and Ignatian pedagogy. It is imperative that this orientation also explicitly include and require appropriate forms of diversity training. Working closely with the new Vice President for Human Resources and Chief Diversity Officer, each school should identify the most appropriate forms of training or professional development in which new faculty would participate in order to fulfill this requirement.

11. Fordham must provide ongoing preparation for teaching for and about diversity for all faculty members and instructional staff.

All faculty and instructional staff should engage in periodic and continuous preparation for teaching in and for diverse environments, to help Fordham students and society at large prepare for and achieve equity. Diversity preparation and teaching for diversity should be included in all course evaluations. Teaching for diversity should be an intentional target of special (funded) opportunities to participate in conferences and institutes. Also, the University should create a structure of financial incentives for instructors to develop and of monetary support for students to participate in educational experiences that focus on diversity and inclusion.

One avenue for executing this goal might be to reestablish a center for teaching excellence that could provide instruction and instructional strategies that can help the faculty teach about race and racism, as well as about other controversial issues. It could provide opportunities to learn about classroom management for conflicts that may arise among students. Such a center could take the lead in educating faculty for teaching for and about diversity.

12. Provide diversity training for all new employees and ongoing training to continuing employees.

Students at Fordham interact with a variety of people who provide them with goods and services and educational opportunities outside of the classroom. Among these very important contributors to their education are secretaries and other administrative staff, building and grounds personnel, security personnel, food service personnel, and staff that operate all facilities that make up Fordham. Bias incidents may occur that include these members of the community, either as targets or perpetrators. Training for all employees, including employees of companies that are present at Fordham (such as Aramark and Summit Security) is necessary and will enhance diversity and inclusion throughout the

community.

13. Establish and publicize mechanisms and procedures available to all Fordham community members for reporting, follow-up, and open communication (recognizing legal constraints) about bias incidents across campuses over time.

Frequent concerns that surfaced in our interviews were feelings among some students, faculty, and employees that reporting bias incidents is not worthwhile, and—especially among non-faculty and administration employees—that reporting mistreatment or bias incidents could have negative consequences for their job standing at Fordham.

Members of the University community applauded the fact that the community is informed when incidents of racial or sexual or gender bias occur at the University; however, they also request to be informed of the findings, resolutions, and consequences related to investigations of these events. Many felt that the withholding of information about actions being taken by the administration was intentional and detrimental to feelings of safety by members of the Fordham community.

14. Create a universal calendar that is readily accessible and provides accurate and updated information to the entire community about opportunities to participate in diversity-related educational events.

A repeated theme at community meetings was that there are many events that take place on campus that can further the understanding of diversity, but communication about these events is not shared as widely as it should be. Also, due to the absence of a central place to go for events information, these events sometimes compete for attendees with related or similar events at the same time.

15. Make the Fordham community and residents of the Bronx aware of shared educational opportunities available to them and their families, and projects that exist for the benefit of all.

The Task Force repeatedly heard that the gates at the entrance to the Rose Hill campus convey to the Bronx community that Fordham does not welcome them. This observation was expressed by students, staff, administration, and faculty. At the same time, the task force learned about the large number of service hours provided to the Bronx by Fordham University and its units. Many at Fordham are unaware of this, as are persons living in the Bronx. Also, strong efforts to reach out to potential undergraduate students in the Bronx for recruitment purposes often go unnoticed. Fordham must begin to tell the positive story about its relationship with the Bronx community more effectively.

16. Create a junior college located in the South Bronx and modeled on the Arrupe College of Loyola University Chicago.

A junior college sponsored by Fordham outside the Rose Hill campus, preferably three miles or so further south in the Bronx, would be a non-boarding institution aimed at the population of the South Bronx and nearby areas. Fees would be very low (comparable to

the current \$2,000 annual tuition at Arrupe College) compared to undergraduate tuition at Fordham. The junior college would also differ from Fordham's participation in the HEOP program of New York State, in that it would serve students who may have more serious academic issues that need to be overcome before they could be admitted to a full four-year program. The director of the school would actively fundraise for tuition scholarships to aid the neediest students who might find annual fees of \$2,000 impossible to meet.

Faculty would include regular Fordham faculty as well as recent graduates or graduate assistants currently studying in Fordham's graduate and professional schools. Students applying for admission would have to prove by submission of FAFSA forms their financial need. Students need not be just out of high school, but they should be available for full-time study by day once admitted, and in this they would be differentiated from the current students of the School of Professional and Continuing Studies, many of whom are part-time students and come in the evening. When they have completed at least 60 credit hours of the Fordham Junior College program, they will receive an associate's degree in one of three concentrations: Arts and Humanities, Social and Behavioral Sciences, or Business. They must complete 36 hours of core curriculum, 15 hours of electives, and nine hours of Fordham Junior College mission-related core requirements.

17. Create Diversity Allies at Fordham.

To address our finding that some students, staff, and faculty are often hesitant to speak about incidents that have affected them, volunteer members of the Fordham community could serve as Diversity Allies. One of their primary roles would be to make themselves available to any member of the community who wishes to discuss their experiences, ideas, or concerns related to diversity on the campus. This work will be coordinated with support from the new Vice President of Human Resources and Chief Diversity Officer. Reports about the activities of the Diversity Allies would be prepared annually.

18. Assign primary responsibility for all investigations (involving students, faculty, and/or staff) regarding charges of discrimination and bias to the Office of Institutional Equity and Compliance, in partnership with the new Vice President for Human Resources and Chief Diversity Officer, the Division of Student Affairs, and the General Counsel's Office.

Additional staff and resources will be needed to ensure that all matters brought before this office are handled in an expeditious, uniform manner, consistent with current best practices and in compliance with state and federal law.

## **Final Remarks**

The Task Force on Diversity was created by Joseph M. McShane, S.J., president of Fordham University, in December 2015. Following the charge by Father McShane, the task force has worked over the past seven months to meet that charge. Members of the Task Force have conducted more than 50 meetings with individuals and small groups and held five community meetings: two at the Rose Hill campus, two at the Lincoln Center campus, and one at the Westchester campus. Additionally, two meetings were held specifically for graduate students. The purpose was to hear as many voices as possible and to understand the many perspectives of members of the Fordham community as they relate to race, racism, diversity, and inclusion at Fordham University. The work of the Task Force culminates in the presentation of this report and the 18 recommendations listed above.

The Task Force respectfully requests that Father McShane, in consultation with his Cabinet, provide a formal response to the recommendations of the Task Force by October 2016. It is requested that the University community be informed of which recommendations have been accepted, a timeline for the implementation of the report, and the financial resources that are to be allocated. We look forward to a discussion of the report in the near future.

Respectfully submitted,

**The President's Task Force on Diversity  
at Fordham University**  
Peter B. Vaughan, Ph.D.  
Chair

*Appendix A*

**The Members of the Task Force on Diversity**

**Peter B. Vaughan, Ph.D.**, (Chair), Dean Emeritus of the Graduate School of Social Service

**Eva Badowska, Ph.D.**, Dean of the Graduate School of Arts and Sciences

**Nicole Bryan**, Associate Dean and Director of Business Programs, School of Professional and Continuing Studies

**Jenifer Campbell**, Director of Residential Life at Lincoln Center

**Napoleon Canete Jr.**, FCLC '17

**Anthony Carter**, FCRH '76, Retired Chief Diversity Officer, Johnson & Johnson

**Mark Chapman, Ph.D.**, Associate Professor of African and African American Studies

**Keith Eldredge**, Dean of Students at Lincoln Center

**John Feerick, Esq.**, Dean Emeritus of the Law School, Founder and Senior Counsel of the Feerick Center for Social Justice, and the Sidney C. Norris Chair of Law in Public Service

**Christine Firer Hinze, Ph.D.**, Professor of Theology and Director of the Francis and Ann Curran Center for American Catholic Studies

**Meg Knapp**, Ph.D. Candidate, Graduate School of Social Service

**Lesley Massiah-Arthur**, Associate Vice President for Government Relations and Urban Affairs

**Juan Carlos Matos**, Assistant Dean and Director of the Office of Multicultural Affairs

**Jennie Park-Taylor, Ph.D.**, Associate Professor of Counseling Psychology

**Becky Peters**, GABELLI '12, '13, Financial Consultant—Charter School Business Management and Real Estate Investor

**Clara Rodriguez, Ph.D.**, Professor of Sociology

**Paola Joaquin Rosso**, FCRH '17

**Patrick Ryan, S.J.**, Laurence J. McGinley Professor of Religion and Society

**TJ Strazzeri**, GABELLI '18

**Marco A. Valera**, Vice President for Facilities Management

*Support Staff*

**Michael Trerotola**, Assistant University Secretary and Special Assistant to the President

*Appendix B*

**Fordham University Diversity Timeline  
(Prepared by John Feerick, Dean Emeritus, School of Law)**

- 1841 Fordham University founded by the Diocese of New York as St. John's College, as both a college and a seminary with six students, in the Fordham area of what is then part of Westchester County, New York.
- 1846 Jesuits assume operation and administration of St. John's College, which is only open to male students; seminary is moved to Manhattan and renamed St. Joseph's Seminary; first college Commencement ceremony held; several students from Cuba and Mexico participate.
- 1905 School of Law is founded. School of Medicine is founded. Both schools include a significant Jewish enrollment from the beginning.
- 1907 The institution is elevated to university status by the State of New York and the name changed to Fordham University, which includes St. John's College, the School of Law, and the School of Medicine.
- 1912 The School of Pharmacy is founded and a Jewish graduate of the School of Medicine, Jacob Diner, M.D., is appointed as its first Dean.
- 1916 The School of Social Service is founded and enrolls women from the beginning.
- Teachers College (later renamed the School of Education) is founded and enrolls women from the beginning. The Graduate School of Arts and Sciences is founded and enrolls women from the beginning.
- 1917 Jun (Edward) Chu from China enrolls in the School of Law.
- 1918 Women are enrolled in the School of Law.
- 1919 Women are enrolled in the School of Pharmacy.
- 1920 The College of Business Administration, later renamed the Gabelli School of Business, is founded.
- 1920s The Schools of Law, Education, and Social Service are racially integrated.
- 1924 Ruth Whitehead Whaley graduates from the School of Law and is the first African-American woman to be admitted to the Bar of the State of New York and later the first admitted to the Bar of the State of North Carolina.
- 1925 Felipe Torres graduates from the School of Law, and is later called the "Dean" of the Hispanic Bar in New York.

- 1932 Willis Nathaniel Hutchins, an African American, receives his Ph.D. from the Graduate School of Arts and Science.
- 1932 Dorothea McCarthy becomes the first female faculty member in the University in Teachers College, later renamed the School of Education.
- 1939 Anna King becomes the Dean of the Graduate School of Social Service, the first female dean at Fordham and the first female dean at any of the 28 Jesuit colleges and universities.
- 1944 Women first enroll in the College of Business Administration.
- 1948 Louis Mitchell, an African-American male, enrolls in Fordham College at Rose Hill.
- 1952 A chapter of the Catholic Interracial Conference is established at Fordham University by John LaFarge, S.J.
- 1962 Manuel Garcia Mora is the first Latino appointed to the Law School's full-time faculty.
- 1964 Thomas More College, a women's college, is founded at Rose Hill.
- 1967 James R. Dumpson, Ph.D., an African American, is appointed Dean of the Graduate School of Social Service.
- 1968 Fordham College at Lincoln Center (originally named The Liberal Arts College) is founded and is integrated and coeducational from the beginning.
- 1969 Barbara Wells, Ph.D., is appointed Dean of Thomas More College, the first female dean of an undergraduate school at Fordham.
- 1969 African and African-American studies included in the curriculum at Fordham College at Lincoln Center and at Fordham College at Rose Hill.
- 1970 Puerto Rican Studies included in the curriculum of Fordham College at Lincoln Center.
- 1970 Black Law Students Association founded at the School of Law.
- 1971 Fordham Law Women founded.
- 1972 School of Law appoints its first female full-time faculty members: Lucille Polk Buell and Sheila Birnbaum.
- 1972 An ad hoc group of Black and Latino students at Lincoln Center write to the University administration voicing their concerns.

- 1972 The School of Law appoints its first Asian full-time faculty member, Yung Frank Chiang.
- 1974 Fordham College at Rose Hill enrolls women.
- 1970s Asian-American and Latin-American student groups form at the School of Law.
- 1980s A gay student group, Flag, is formed at Rose Hill without recognition. A gay student group exists at School of Law.
- 1984 Deborah Batts, the first African-American full-time faculty member of the School of Law, is appointed.
- 1985 The first female Vice President of the University, Barbara Black, Ph.D., is appointed as Treasurer.
- 1991 A gay student group, now named OutLaws, is recognized at the School of Law.
- 1991 Flag, the gay student group, applies for recognition at Rose Hill and is approved by United Student Government, but recognition is not ratified by the University.
- 2000 A gay student group forms at Fordham College at Lincoln Center and is recognized in the Spring of 2001.
- 2000 Peter Vaughan, Ph.D., is the only African-American Dean within the University at the turn of the century.
- 2000 The School of Law is listed as having the 10th largest enrollment of minority students among the 200 American Bar Association-approved law schools: first in New York with Hispanic students and 2nd in New York with African-American students.
- 2016 As of Fordham's 175<sup>th</sup> anniversary, the following are the undergraduate student organizations expressing diversity on campus:

*Rose Hill:* Arabic Club, Asian Cultural Exchange, Autism Speaks, ASLI: Black Student Alliance, Philippine American Club (FUPAC), South Asian Entity (FUSE), International Community, Jewish Students Association, Korean Students Association, Muslim Students Association, PRIDE Alliance.

*Lincoln Center:* Asian Pacific American Coalition, Black Student Alliance, Desi C.H.A.I.(South Asian Cultural Awareness), Jewish Students Organization, Muslim Students Organization, Student Organization of Latinos.

*Graduate school organizations:*

*School of Law:* Asian Pacific American Law Students Association, Black Law Students Association, Fordham Law Women, Fordham OutLaws, Jewish Law Students Association, Muslim Law Students Association, South Asian Law Students Association.

*Appendix C*

**Task Force on Diversity Scheduled Meetings**

**Administrative Officers**

Bryan J. Byrne, Ph.D., *Vice President for Lincoln Center*  
Thomas A. Dunne, Esq., *Vice President for Administration*  
Stephen Freedman, Ph.D., *Provost*  
Mr. Jeffrey Gray, *Senior Vice President for Student Affairs*  
Ms. Martha K. Hirst, *Senior Vice President, Chief Financial Officer, and Treasurer*  
Michael C. McCarthy, S.J., *Vice President for Mission Integration and Planning*  
Mr. Roger A. Milici, *Vice President for Development and University Relations*  
Mr. Nicholas B. Milowski, *Vice President for Finance*  
Frank Sirianni, Ph.D., *Vice President for Technology and CIO*  
Peter A. Stace, Ph.D., *Vice President for Enrollment*  
Mr. Marco A. Valera, *Vice President for Facilities Management*

**Deans**

C. Colt Anderson, Ph.D., *Dean, Graduate School of Religion and Religious Education*  
Eva Badowska, Ph.D., *Dean, Graduate School of Arts and Sciences*  
Matthew Diller, Esq., *Dean, School of Law*  
Robert R. Grimes, S.J., *Dean, Fordham College at Lincoln Center*  
John P. Harrington, Ph.D., *Dean, Faculty of Arts and Sciences*  
Ron Jacobson, Ph.D., *Interim Dean, School of Professional and Continuing Studies*  
Maura B. Mast, Ph.D., *Dean, Fordham College at Rose Hill*  
Debra M. McPhee, Ph.D., *Dean, Graduate School of Social Service*  
Donna Rapaccioli, Ph.D., *Dean, Gabelli School of Business*  
Virginia Roach, Ed.D., *Dean, Graduate School of Education*

**Meetings with Representatives of Departments and Programs**

Athletics  
(Collegiate) Science and Technology Entry Program (CSTEP/STEP)  
Counseling and Psychological Services  
Department of Natural Science, Fordham College at Lincoln Center  
Higher Education Opportunity Program (HEOP)  
The Dorothy Day Center for Service and Justice and Campus Ministry  
The Office of Multicultural Affairs (presentation)  
The Office of Public Safety  
The Office of Residential Life

*Appendix D*

**Fordham Community and Organization Meetings**

Academic Affairs Committee, Board of Trustees of Fordham University  
Clerical Union Representatives  
Continuous University Strategic Planning (CUSP) Committee  
Faculty Committee on Equality and Equity, Faculty Senate  
Faculty Senate (two meetings)  
Fordham Community Meeting at Lincoln Center (two meetings)  
Fordham Community Meeting at Rose Hill (two meetings)  
Fordham Community Meeting at Westchester  
Graduate School of Social Service Doctoral Class (presentation)  
Graduate Student Community Meeting – Lincoln Center  
Graduate Student Community Meeting – Rose Hill  
Middle States Reaccreditation Review Committee  
Student Life Council  
Sociology Club (alumni panel)  
Undoing Racism Collective

*Appendix E*

**Fordham University Community Partnerships  
(Provided by the Dorothy Day Center for Service and Justice)**

BronxWorks  
Carter Burden Center  
City Meals on Wheels  
Coalition for Debtor Education  
Community Voices Heard  
Free Arts NYC  
Fresh Youth Initiatives  
Generation Citizen  
Housing Conservation Coordinators  
Housing Court Answers  
Lincoln Square Neighborhood  
Mentoring Latinas  
Muslims Against Hunger  
Nazareth Housing  
Publicolor  
Rauschenbusch Metro Ministries  
St. Nicks Alliance  
Star Learning Center  
Xavier Mission

Appendix F

**Breakdown of Ethnicities by Jesuit College or University**

| <b>Institution</b>                   | <b>% White</b> | <b>% African-American</b> | <b>% Asian</b> | <b>% Latino</b> |
|--------------------------------------|----------------|---------------------------|----------------|-----------------|
| <b>Boston College (MA)</b>           | 57             | 4                         | 10             | 10              |
| <b>Canisius (Buffalo, NY)</b>        | 73             | 7                         | 2              | 4               |
| <b>Holy Cross (MA)</b>               | 67             | 4                         | 5              | 10              |
| <b>Creighton (Omaha)</b>             | 75             | 2                         | 9              | 7               |
| <b>Fairfield (CT)</b>                | 70             | 3                         | 2              | 8               |
| <b>Fordham (NYC)</b>                 | 61             | 5                         | 10             | 13              |
| <b>Georgetown (DC)</b>               | 57             | 6                         | 9              | 7               |
| <b>Gonzaga (WA)</b>                  | 73             | 1                         | 4              | 8               |
| <b>John Carroll (OH)</b>             | 83             | 5                         | 2              | 4               |
| <b>LeMoyne (Syracuse, NY)</b>        | 77             | 6                         | 2              | 6               |
| <b>Loyola Marymount (CA)</b>         | 44             | 6                         | 10             | 21              |
| <b>Loyola Chicago</b>                | 61             | 4                         | 11             | 13              |
| <b>Loyola Maryland</b>               | 79             | 5                         | 3              | 9               |
| <b>Loyola New Orleans</b>            | 51             | 16                        | 4              | 16              |
| <b>Marquette (Milwaukee)</b>         | 73             | 5                         | 5              | 9               |
| <b>Regis (Denver)</b>                | 59             | 5                         | 5              | 19              |
| <b>Rockhurst (Kansas City)</b>       | 76             | 4                         | 3              | 5               |
| <b>St. Joseph's (Philadelphia)</b>   | 79             | 7                         | 3              | 5               |
| <b>St. Louis</b>                     | 70             | 6                         | 6              | 3               |
| <b>St. Peter's (Jersey City, NJ)</b> | 24             | 26                        | 8              | 32              |
| <b>Santa Clara (CA)</b>              | 48             | 3                         | 14             | 17              |
| <b>Seattle</b>                       | 47             | 3                         | 16             | 9               |
| <b>Spring Hill (Mobile, AL)</b>      | 67             | 16                        | 1              | 9               |
| <b>Detroit Mercy</b>                 | 54             | 11                        | 4              | 3               |
| <b>University of San Francisco</b>   | 30             | 6                         | 22             | 18              |
| <b>Scranton (PA)</b>                 | 81             | 2                         | 3              | 7               |
| <b>Wheeling (WV)</b>                 | 80             | 5                         | 1              | 2               |
| <b>Xavier (Cincinnati)</b>           | 72             | 10                        | 2              | 4               |

*Note:* Information accessed on schools' websites and/or Forbes.com / accessed May 30, 2016

Percentages will not add up to 100 because other demographic categories were also employed, including Native American, More Than One Race, Unknown, etc.

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### *Speech*

DeGioia, J. "Racial Injustice in America: A Framework for Georgetown's Future Engagement." February 4, 2016.

## Endnotes

<sup>i</sup> Over the past several decades, Catholic bishops and popes have increasingly spoken of the multifaceted (personal, attitudinal, structural) faces of racism, and called urgently for Catholic institutions to address these: “At times protestations claiming that all persons should be treated equally reflect the desire to maintain a status quo that favors one race and social group at the expense of the poor and non-white” (U.S. Catholic Bishops, “Brothers and Sisters to US,” 1979, no.18). Fred Kammer, S.J., writes that “Social, economic, educational, and political advantages from the past are cemented as the often-unconscious privilege of the present. Thus, ‘Racism obscures the evils of the past and denies the burdens’ (*ibid.*, no.19) that history imposes on people of color today. Pope John Paul II maintained a four-fold personal responsibility for social evils: ‘. . . the very personal sins of those who cause or support evil or who exploit it; of those who are in a position to avoid, eliminate or at least limit certain social evils but who fail to do so out of laziness, fear or the conspiracy of silence, through secret complicity or indifference; of those who take refuge in the supposed impossibility of changing the world; and also of those who sidestep the effort and sacrifice required, producing specious reasons of higher order’ (*Reconciliation and Penance*, 1984, no.16). Thus, we can be involved in societal racism as: 1) supporters or exploiters; 2) accessories through complicity or indifference; 3) accessories through fatalistic acceptance; and 4) accessories through consecration of the status quo” (“Catholic Social Teaching [CST] and Racism,” *Jesuit Social Research Institute: Just South Quarterly*, Fall 2009, 5 <http://www.loyno.edu/jsri/sites/loyno.edu.jsri/files/CSTandRacism-Fall2009jsq.pdf>).

<sup>ii</sup> On this see, for example, Joseph Barndt, *Becoming an Anti-Racist Church: Journeying Toward Wholeness* (Minneapolis, MN: Fortress, 2001), 130 and Craig S. Wilder, *Ebony and Ivy: Race, Slavery and the Troubled History of America’s Universities* (New York: Bloomsbury, 2013). With regard to the specific history of Fordham, examples include not only the exclusion of African-American students well into the 20th century, but also the writings of Fordham’s first president, Augustus Thebaud, S.J., on the moral superiority of Europeans and the savage nature of Native peoples (1871); college newspaper accounts of debates on campus where speakers championed slavery; and Fordham founder Archbishop John Hughes’ profession that slavery aids in the civilization of Africans. Before arriving at Fordham, Thebaud was a slave owner as a Kentucky Jesuit (see Augustus J. Thebaud, S.J., *The Church and the Moral World: Considerations on the Holiness of the Church* [New York: Beniger Brothers, 1881], 158-159, 198, 200; Raymond J. Schroth, S.J., *Fordham: A History and Memoir* [New York: Fordham University Press, 2002 and 2008], chs. 1, 3; and C. Walker Gollar, “Jesuit Education and Slavery in Kentucky, 1832-1868,” *Register of the Kentucky Historical Society*, vol. 108 no.3 [September 2010], 213-249). On “institutionalized racism,” see Camara Phyllis Jones, “Confronting Institutionalized Racism” ([https://sph.umd.edu/sites/default/files/files/Jones-Confronting-Institutionalized-Racism\\_Phyllon%202003.pdf](https://sph.umd.edu/sites/default/files/files/Jones-Confronting-Institutionalized-Racism_Phyllon%202003.pdf)): “Institutionalized racism is defined as the structures, policies, practices, and norms resulting in differential access to the goods, services, and opportunities of society by ‘race.’ Institutionalized racism is normative, sometimes legalized and often manifests itself as inherited disadvantage. It is structural, having been codified in our institutions of custom, practice, and law, so there need not be an identifiable perpetrator. Indeed, institutionalized racism is often evident as inaction in the face of need” (10).

<sup>iii</sup> Despite increased diversity over the years, Fordham, like the vast majority of U.S. Jesuit colleges and universities, remains a predominantly white institution (PWI). See Appendix F.

<sup>iv</sup> Alex Mikulich and Jeannine Hill Fletcher, “Racial Equity Practices at the Service of the Magis,” plenary session for *Mission Matters: Moving from Strong Words to Courageous Actions* conference sponsored by the Association of Jesuit Colleges and Universities, Conference on Diversity and Equity. Santa Clara University, Santa Clara, California, June 20, 2016.

<sup>v</sup> “Diversity in Academe: Who Sets a College’s Diversity Agenda?” *Chronicle of Higher Education*. 15 May 2016. Web. 18 July 2016. <http://chronicle.com/specialreport/Diversity-in-Academe-Who-Sets/38>.

<sup>vi</sup> Jane Bolgatz, Presentation on May 9, 2016.

<sup>vii</sup> Cf. Camara Phyllis Jones, “Confronting Institutional Racism,” note ii, above.

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<sup>viii</sup> See, for example, Derald Wing Sue, *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*: “Microaggressions are the brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual-orientation, and religious slights to the target person or group” (New York: Wiley, 2010), 5.