

PRESIDENTIAL INITIATIVE ON
RACIAL
EQUITY AND
DIVERSITY

Narrative and Recommendations
May 2022

OBERLIN

COLLEGE & CONSERVATORY

PRESIDENTIAL INITIATIVE ON RACIAL EQUITY AND DIVERSITY: NARRATIVE AND RECOMMENDATIONS

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PRESIDENTIAL INITIATIVE

COMMITTEE CHAIRS



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THE PRESIDENTIAL INITIATIVE CHARGE

On August 28, 2020, Oberlin President Carmen Twillie Ambar announced the formation of the Presidential Initiative on Racial Equity and Diversity (PI). The 20-member committee then broke into four subcommittees to research relevant areas of student life and academics, as well as the college's operations. The following are excerpts from how President Ambar described the PI effort and the process the committee was to follow:

Oberlin's unique history of firsts makes us particularly attuned to the plight of Black people in America. Our 187-year history has been a part of the founding work of a special institution. This history of early progressivism, work before its "time," compels us and is one of the many reasons Oberlin is held in high regard across academia to this day.

From an admissions policy that meets full need, to the expansion of both our curriculum and our academic departments to reflect the African diaspora, as well as more broadly Black, indigenous, people of color and women; from the diversity of our faculty and staff, to our commitment to a campus climate that reflects diversity and inclusion, this work has been at the center of our mission.

But there are national moments that call upon all of us to gather our energies and take hold of this mission, and this is one of those moments. Once again, we should assess ourselves and the role we play in educating our students to go out into the world to act upon the change that we want to see manifested in it. The murder of George Floyd is such a moment, compounded by the killing of Breonna Taylor, Tony McDade, and many others, and the shooting of Jacob Blake. My message to the Oberlin community following the death of George Floyd was my effort to personally reflect on this moment. It read in part:

At every turn it seems we are watching in anguish a world that views African Americans as less than human and unworthy of dignity. Not deserving of life itself. The Black community—my community—is in excruciating pain. We are contending with what appears to be an unending well of racism and bigotry.

We are witnessing an unraveling and a democracy that is now in search of its foundational societal norms. Hatred, anger, illness and death fill our screens. There is grief at the abandonment of our ideals and a tearing of the heart as we see the impact on our children.

Sending young people out into the world to reshape it, and to make it different, is how I have spent my career. Oberlin has had from its founding a commitment to solving racial inequity. We view our institution as a place where students come first to be educated, but where they also translate that education into something more. We seek understanding and creative ways of advocacy. We work so that the underrepresented are no longer at the edges but rather at the center.

My hope is with our students. Hoping that they will have the courage to face the world as it is, and to be unrelenting in their desire to see it change.

To that end, this upcoming year I will establish a Presidential Initiative for faculty and students that seeks to address issues of violence, police-community relationships, and racial injustices. One could imagine courses, co-curricular initiatives, community engagements, and internships focused on the very issues that the death of George Floyd invokes. The primary goal of this initiative is not purely for learning, but for learning that demonstrably is applied to our world.

This small effort will not change what happened to George Floyd, but it is in keeping with who we are at Oberlin. I believe in our students and their impact on a generation that can place our nation back on the right path.

In part the work of this commission will help Oberlin lead in a moment critical to higher education and to the nation. This commission will work to evaluate our current programming, look broadly across our curriculum in both the college and conservatory, review our hiring practices, and examine divisional and departmental climates to identify areas for mission-centeredness and policies/practices that elevate our long-standing commitment to equity. This work will reflect the times and the issues that George Floyd's murder invoked. This work is now more critical than ever as we look both internally and externally.

The work of this commission will span this entire academic year, with an expectation that they will deliver to me a series of strategic recommendations (that) should be mindful of the goals of One Oberlin, the institution's financial framework, and the strategic directions that have already been established. The recommendations should have an internal and external framing, which ensures the institution can speak nationally and internally to these important issues. Moreover, by identifying and eliminating the barriers that hinder Black students from thriving and effectively launching into their professional pursuits after graduation, these recommendations will benefit all of our students. The commission's work and recommendations need not be limited to, but should include the following:

1. Data gathering and an assessment of what we already do, with a way to quantitatively and qualitatively assess the good work and determine what work we might let go of. These recommendations should elevate and reorganize our prior good work to be more forward-facing and recognizable as a collection of strategic endeavors on campus. The recommendations should also offer a sense of the prioritization of current funding across campus as it relates to this work. The point here is that we may need to reallocate resources as opposed to exclusively focusing on additional resources. Moreover, this work should include a climate assessment survey, working in conjunction with USC's Race and Equity Center. This survey should be done with faculty, staff, and students and have a multi-year format.
2. Recommend measurable outcomes by which we can reasonably evaluate our progress.
3. Meaningful anti-racism education and professional development for all members of the community.
4. A determination of some curricular elements that might enhance our work.
5. Assesses the viability, form, and structure of what a Center on Race and Equity could look like on Oberlin's campus (including academic elements such as student fellows, faculty, integrated concentrations, and career communities).
6. Ensures the full integration of the conservatory in this work.
7. A close look at hiring policy and practices, that ensures accountability in the development of diverse pools and in the assessment of candidates.
8. Equitable and inclusive initiatives that effectively address racial disparities and result in the successful launching of Black students into graduate programs and their professional pursuits after Oberlin.
9. A firm financial analysis should be a part of this work. This work should also be viewed from a lens that suggests what is best resourced through operational budgets and what work could be effectively pursued by advancement.
10. Has an external impact, both locally and nationally.

This work should be about our broad institution in both its framing and its outcomes while affirming our commitment to the principles of nondiscrimination, equity, and inclusiveness. The Presidential Initiative is about our institution's strategic efforts. At its best, the work of the commission will have a long-lasting impact on both Oberlin and our national standing.

PRESIDENTIAL INITIATIVE—A SYNTHESIZED NARRATIVE

OVERVIEW

At its core, the Presidential Initiative was created to make a candid, proactive assessment of Oberlin College and Conservatory and determine if the pedagogy, student life, co-curricular programming, and campus culture supported the mission to prepare all students—regardless of their race—to do good in the world.

The initiative’s four subcommittees determined that Oberlin is an institution that proudly embraces the principles of diversity, equity, and inclusion, but in some ways lacks the protocols and policies necessary to maintain those principles. DEI strategies for hiring as well as faculty and staff retention are unevenly applied across campus. Oberlin lacks a routinized structure that encourages and assists search committees to hold true to the principles of DEI. Additionally, Oberlin must bolster efforts to support, mentor, and retain women and underrepresented minorities. As for students, their academic and social experience is often fractured and uneven. According to Oberlin data, about four out of five students report they are very or generally satisfied with Oberlin. Surveys show, however, that Black students are less satisfied than other students, by about 10 percentage points.

The result often is an Oberlin experience that is disappointingly separate and grows increasingly unequal over time. That it is divided mostly along lines of race, but also along gender identity and other features. One of the promising aspects of this initiative is its implicit recognition that various groups have disparate experiences at Oberlin and in the world at large. By focusing primarily on the disparate experiences of Black students, the PI has the potential to help all students better prepare to launch into careers of fulfillment and impact. As one group noted, “policies and practices that positively impact Black students also tend to positively impact all students.”

The working groups captured statistical data, subjective observations, historical trends, and a snapshot of the systems and programs currently in place. There was significant overlap in the stories they assembled; their observations and analysis have been joined in the following narrative.

President Ambar already has accepted the committee’s central recommendation: to create a Center for Race, Equity and Inclusion. This narrative and the accompanying recommendations include the working groups’ additional observations and conclusions.

Preliminary findings indicate that from the perspective of Black students, Oberlin is far from student-ready. Black students arrive at Oberlin optimistic but become frustrated and cynical about the values that Oberlin espouses and the vision that it promised them. Consider, for example, the following words posted by Jamilah Grizzle ’21 on the Black@Oberlin Instagram page:

When I first got to Oberlin, I had this overwhelming feeling of pride knowing I was attending one of the first schools that accepted black students. I was so enthralled by Oberlin’s history and loved by the community that I can say I truly felt at home. The years passed, college became more difficult, and (when) I looked around (I saw that) numerous students of color started to disappear from campus. So many black and brown students and staff have not come back to Oberlin because they didn’t feel served or heard by the community. I tried to keep my spirits up, but I started to see my excitement fade too. I too wanted to leave Oberlin because I felt overwhelmed and lost. When ABUSUA led this year’s Sunset Noir photoshoot, I was shocked by how much the group of black students from the class of 2021 had shrunk. We need to talk about why so many students don’t feel at home at Oberlin anymore.

This personal experience of a disappearing community powerfully sums up patterns found in the quantitative institutional data about Black student experience. Black students are significantly less likely than other students to recommend Oberlin to a peer.

ADMISSIONS AND ACCESS

Disparities in the Black student experience happen even before students arrive at Oberlin. According to the 2017 census, Black students make up 13.9% of the K-12 enrollment nationally, and National Center for Education Statistics (NCES) data indicates these students see higher high school dropout rates than the national average (7% vs. 5.8%). Black students also see lower college going rates (37% vs 41% in 2018) than the overall population, according to the NCES. Over the last few years, Oberlin has seen Black students represent between 11-12% of its applicant pool, about the same percentage represented in postsecondary institutions (12.6%), according to the Education Data Initiative. However, Black students made up only 9.9% of incoming classes enrolling at Oberlin during these years.

The difference in the Black student percentages of the applicant pool and the enrolling student numbers may lie in the intersection of race and socioeconomic status. Despite Oberlin's commitment to meet 100% of demonstrated need and more than \$75 million invested annually in financial aid, admissions decisions are guided by a need-aware policy, contributing to a lower rate of Black student matriculants as compared to applicants. Only 5.5% of Black students come from families who do not qualify for need-based aid, compared to 21.2% of non-Black students.

To put it more starkly, in 2021, 23% of Oberlin's enrolls with estimated family contributions of less than \$20,000 were Black, even though they only made up 8% of the enrolling student population. That same year, the median family contribution for Black students who applied for aid was \$22,575, compared to \$40,499 for all others. That means that in general, Black students enter Oberlin with far fewer resources than their non-Black peers. In addition, competition for these qualified students is fierce and includes more generous financial aid policies from some of our peers (such as no-loan packages).

Additionally, non-Black students are admitted to the college at a rate of 42%, while Black students are admitted at a rate of 24%. The degree to which financial disparity and financial aid policies contribute to this gap needs to be more fully explored.

ACADEMIC PATHS

Once Black students arrive at Oberlin, they generally remain in good standing and graduate at approximately the same rate as non-Black students. The correlation did not hold up during a few years, but data does not explain this shift and it has not continued.

However, Black students do demonstrate significant differences in the academic pathways they choose as compared to the pursuits of non-Black students. Looking at a five-year average, 18% of Black students choose a STEM major, where there often is a dearth of Black faculty, as compared to 26% of non-Black students; 45% of Black students choose a social science major as compared to 33% of non-Black students. There is a correlation in pursuit of a degree in the humanities; 35% of Black students choose a humanities major as compared to 34% of non-Black students.

Neuroscience is the only STEM major to appear in the top 10 for Black students. The department's diversity is a likely factor attracting more Black students. This is a factor that bears review and should be addressed with strategic focus. The most popular major for Black students is Africana Studies, which 10% of the Black students choose. Conservatory majors also show a clustering by race: 59% of Black conservatory students are either jazz or voice majors, as compared to 28% of non-Black conservatory students.

The Africana Studies Department is a source of constant support for students. As the first mission-centered, interdisciplinary department, Africana Studies offers curricular foundation in literature, history, politics, and education for majors, double majors, and an ever expanding population of minors, many of whom hold majors in other departments, yet want to focus on issues related to Black people from both a domestic and international perspective. For instance, students often double major in STEM fields, social science, and other humanities to customize their studies to prepare them for professions in law, public policy, education and the arts. Additionally, Africana Studies

offers annual programming that services the entire community on issues related to social justice such as Black History Celebration.

Black Arts

Oberlin College has one of the most intensive curricular offerings in Black Arts in the nation. Dating back 50 years, this program, facilitated through joint appointments in Africana Studies, theater, dance, and studio art, has provided an extraordinary means of support and outlet for generations of students. Oberlin offers a unique listing of courses exploring the Black aesthetic in theater, dance, literature, music, and visual arts worthy of more aggressive promotion. All faculty in the Black Arts program hold joint appointments in Africana Studies.

Beginning in the late 1960s, Black students, led by Avery Brooks '70, created the student organization "PSUEKAY" to use the stage to reflect the conditions of Black life. This group began an important tradition of Black theater that persisted after Brooks' departure and eventually led to the hiring of Professor Caroline Jackson-Smith, current Oberlin theater department chair who for over 30 years has maintained a special commitment to producing Black theatre by playwrights such as August Wilson, N'tzake Shange, Oyamo, and Adrienne Kennedy. Jackson-Smith is known for nurturing students and urging them to create original performances in her Black Arts workshop. One of her early students—Justin Emeka—is a tenured associate professor of theatre and Africana Studies and specializes in reimagining European classics through the lens of Black culture. Emeka also started one of the first collegiate programs in the Afro-Brazilian art of Capoeira Angola.

Dance's development of Black Art reaches back to the late 1980s when the college hired Adenike Sharpley as Afrikan Heritage House faculty-in-residence. Sharpley began an extraordinary tradition of studying Black dance through classes, workshops, annual performances, senior showcases, and the formation of the dance troupe, Dance Diaspora, which toured throughout the region and made annual trips to West Africa and Brazil. After Sharpley's retirement, the Africana Studies and dance departments collaborated to retain a visiting professor who teaches classes in West African dance, choreography and dances throughout the Diaspora. It would be wise to find a way to formalize the continuation of this position.

For the past 30 years, Johnny Coleman has taught courses in visual art that center the Black aesthetic in sculpture, paintings, installations, music, and woodwork. In his time at Oberlin, he has consistently encouraged an interdisciplinary approach to understanding art, culture, and history as a way to cultivate mental, spiritual, and emotional wellness amongst his students. Coleman has announced his upcoming retirement, which will leave a significant void in a curriculum and department that have greatly relied on his presence. His position has been authorized to be filled.

In general, faculty mentor and offer leadership to students who are often struggling in traditional programs of study dedicated to the arts.

In addition, Black LGBTQIA students often struggle to find support both on campus and in their home communities. By providing a space for honest self-exploration and self-expression, the Black Arts programs and Africana Studies continue to be critical in providing safe space and retaining Black queer and trans students.

Conservatory Curriculum and Programs

In the conservatory, the racial-equity and diversity initiatives presently underway fall into two broad categories. Conservatory faculty and staff are working (1) to significantly broaden the musical knowledge and practices and the aesthetic priorities within the conservatory while (2) enhancing the compositional diversity of students, faculty, and staff and enhancing feelings of support and belonging among people of color.

These efforts are interrelated and mutually reinforcing and are meant to help address a perception of cultural exclusion among some students. Given the conservatory's historical emphasis on Western European art-music traditions, some

Black students have perceived conservatory spaces as inhospitable. The dual approach to equity and diversity seeks to address these issues by drawing simultaneously upon work underway in multiple areas across the school.

Many of these initiatives have been focused in the area of curriculum and programming. In fall 2021, the conservatory launched a [revamped music theory core curriculum](#). This four-semester, eight-course curriculum, required of all conservatory students, functions essentially as a general education requirement for conservatory students. The new curriculum makes space to de-center the Western European art-music tradition while significantly broadening the scope of musical traditions, practices, and knowledge represented in these core requirements, all the while providing greater flexibility to students.

Also in fall 2021, the conservatory further [redesigned its revamped large-ensemble program](#), which was launched in 2020-21, so that it provides a much wider array of performing and artistic experiences to students and a significantly greater diversity of composers. In 2020-21, 49% of all works performed by the large-ensemble program were by BIPOC composers, and 78% were by living composers. Other programming and curricular efforts underway in the conservatory focus specifically on elevating, uplifting, and centering the voices, perspectives, and histories of African American creators (e.g., the conservatory's participation in the Resonate project, a [multi-year project dedicated to the commissioning and premiere of new works exploring the African diaspora by seven preeminent composers](#)).

So as to help inspire, support, and reward student-led performance projects elevating diversity, the conservatory recently established the [Dolores '54 and Donald '57 White Prize](#), an annual award created through a gift from conservatory alumna Dolores White. The conservatory also has added diversity in other ways such as through a Racial & Social Justice in Music module taking place as part of orientation for new conservatory students.

Alongside this work in curriculum and programming, multiple efforts are underway to enhance compositional diversity in the conservatory student body and support students from historically underrepresented backgrounds. To more effectively support students during their time at Oberlin and as they prepare to launch into careers post-graduation, the conservatory will launch a new student-alumni mentorship program in 2022. Developed and run in partnership with the Oberlin Alumni Association of African Ancestry (OA4), this program will pair OA4 mentors with mentees who are conservatory students who identify as being of African ancestry and/or students who are committed to supporting and advancing the study of Black music. Likewise, in 2022, the conservatory will make its first-ever grants from the Conservatory Audition Travel Fund, established through philanthropic support in spring 2021, to support admissions-related travel to Oberlin for applicants who otherwise would be unable to do so. Also in the admissions space, starting in the 2020-21 admissions cycle, the conservatory expanded audition requirements to include works by composers from historically underrepresented groups or cultural backgrounds different from that of the applicant, in part to encourage students to discover repertoires, creators, and creative practices with which they might not otherwise be familiar.

Oberlin has long been an historic leader in the study and practice of African American artistic and intellectual traditions. In the conservatory, the position and status of African American musical traditions has often been fraught. Although Professor Wendell Logan arrived at Oberlin in 1973, the conservatory began offering an undergraduate jazz degree only in 1989. Numerous initiatives are underway to more fully institutionalize within the conservatory the study and practice of African American musical traditions. In fall 2021, the conservatory launched a search for a newly created tenure-track faculty position (to commence in fall 2022) in African American and African Diasporic Musics. In many ways, this position is a return to the tenure track of the position held by Professor Logan, yet which has been filled by visiting faculty since his death in 2010.

The conservatory has also created and approved a new [minor in African American music](#), an interdivisional program combining coursework in the conservatory, Africana Studies, and other areas, which will be open to students in both the conservatory and the college starting in fall 2022. Drawing upon the highly successful jazz voice program, launched

in 2016, the conservatory has recently relaunched, under the guidance of Professor La Tanya Hall, the campus' Gospel Choir, which was originally founded in 1971-72 yet which had been dormant for several years. The reinvigoration of the Gospel Choir has created additional opportunities for students in the college and conservatory to take part in music-making aligned with one tradition of the African Diaspora.

The conservatory also has worked to expand course offerings on topics in African American and Black music; these efforts will receive additional support through the conservatory's [newly created postdoctoral position in jazz history](#) (the James R. '58 and Susan Neumann Postdoctoral Fellow in Jazz History), commencing in fall 2022. The work to enhance programmatic and demographic diversity and equity is ongoing and promises to broaden the scope of the conservatory's contribution to musical study and performance for all students and faculty.

INTERRUPTIONS, DEPARTURES, AND OUTCOMES

The toll that academic interruptions, departures, and other unexpected events take on Black students is sobering. A review of admissions data as well as data from the Office of Institutional Research illustrates some troubling trends.

Black students take medical leave at a rate similar to or slightly above their percentage of the total student population. The same is true of the rate of personal leave. However, Black students are dismissed and suspended at a rate considerably above their percentage of the total student population. From fall 2017-fall 2020, the percentage of dismissed students who are Black was 27%, according to spring 2021 Academic Standing data. Another 16.5% were suspended. (See Appendix C.) In recent years, only a handful of students were suspended or dismissed for conduct issues, and Black students are underrepresented in this group. Because the numbers are small, percentages vary, but in general, men are overrepresented in departures due to suspension.

The Academic Standing Outreach Committee submitted a report in fall 2017 reviewing data for the previous five years showing that in aggregate, students of color accounted for 72% of dismissals, with 45% of those dismissed identifying as Black. This is an alarmingly high rate.

Another sign of the disproportionate struggles of Black students at Oberlin can be found in data from the on-call and Student Help and Resource Exchange (SHARE) systems, which are activated when there is a safety concern that cannot wait until the next business day, reported either by the student themselves or someone who cares for them (friend, faculty member, RA, parent, etc.). In the last year, Black students comprised 20.9% of mental health transports, 53.8% of welfare checks, and 25.3% of physical health transports, although they comprise about 5.5% of the student population. While there is positive information here, suggesting that Black students are accessing and receiving support in urgent and crisis situations, the data also raises important questions about what is causing this disproportionate number of health and well-being concerns.

A similar pattern is evident in cases managed by SHARE. From fall 2018 through spring 2020, Black students represented around 25% of SHARE cases. By comparison, Latinx students comprised approximately 21% of cases. Strikingly, white students represented only about 15% of SHARE cases.

Black students represented 10% of visits to the Counseling Center in 2020, a figure that has thus far remained consistent even during the challenging 2020-21 academic year and is consistent over the last few years.

While initial findings from the Human Capital Research Corporation (HCRC) data analysis project are preliminary, for the period from 2011 to 2019, we see that while four-year retention for U.S. Black students is the highest at 82% (compared with 79% for white students and 75% for international students), their four-year graduation rate is the lowest at 71% (compared to 80% for white students and 75% for international students). It will be important to not only determine how to retain students, but also to ensure that their outcomes are comparable to the student body as a whole. Who are the students who don't make it to their fourth year and who are those that make it but take longer to

graduate? Although 84% of Black students do eventually graduate, that number remains lower than that for all but Oberlin's U.S. Latinx students (82%). Eliminating these gaps is at the core of the work before us and will determine the success of our initiatives.

CLIMATE, ACCESS, AND VOICE

Additional insight into the frustration voiced by Jamilah Grizzle and students during recent Student Senate events is evident in Oberlin surveys that provide a glimpse at student perceptions of the campus climate. Black students are significantly more dissatisfied with diversity on campus (48% are very dissatisfied as compared to 16% of non-Black students). Notably, they are also more dissatisfied with administrative responsiveness than non-Black students—also 48% are very dissatisfied as compared to 16%. This may suggest that Black students do not see the college taking meaningful actions to meet their particular needs.

Black students report a similar level of moderate satisfaction with campus climate as other students but are much more dissatisfied with the climate for minority students—41% as compared to only 12% of non-Black students chose this answer. Although further data collection is needed, this finding suggests it is not the political culture at Oberlin (often parodied as a politically correct, canceling vortex of social violence) that impacts their experience, but the compositional diversity of Oberlin and the cultural competencies (or lack thereof) of non-Black peers and employees.

“To exist at Oberlin is hard,” was a comment made by a student during one listening session. They went on to describe the additional challenges of students who live with multiple identities and the extra challenges they deal with to just be a student at Oberlin. For instance, microaggressions were mentioned as being a part of students' daily lives.

The data and comments from students indicate that Oberlin suffers from a lack of employees with the expertise to support students of color, particularly Black students. Greater efforts need to be made to recruit and retain employees with these skills, as well as Black professionals across campus.

With students being a part of the Oberlin community for four to six years, there is a lack of patience for some initiatives taking a long time to take hold, making it so that those students responsible for an initiative are not always benefitting from their work.

Orientation and the first semester were referenced as a time when many DEI training sessions and discussions occurred. Unfortunately, these didn't continue into the second semester, a time when students felt they were still very much needed.

RESOURCES FOCUSED ON BLACK STUDENTS

In discussions with students, several patterns emerge about key resources on campus. Several programs become anchors of support for Black students, including the Student Academic Success programs, Africana Studies Department, and Afrikan Heritage House. These programs help shape students' academic experience and also design, produce, and sponsor events that create the cultural milieu that allow many Black students to feel at home in Oberlin. In light of the significant time and effort these events can require, all of these programs appear to be greatly under-resourced.

Students also report that student organizations play a critical role in Black student experiences of community. ABUSUA, the Black student union, plays a central role, but a wide range of student activities concerned with identity, arts, writing, and leadership help students maintain a sense of community. Other student organizations are places of significant challenge. Currently, student organizations do not complete any formal training in DEI practices or building an inclusive and welcoming community. In the past, the Multicultural Resource Center offered student organizations

this type of support through leadership retreats and programming designed to build solidarity and leadership cultivation.

Several times, students pointed to initiatives that were implemented without thoughts of sustainability. Some contributing factors were changes in the professional staff or projects initiated by students failing to gain a foothold and become part of a more established institutional plan.

While students appreciated being a part of the solution, one recurring theme was a perceived over-reliance on student labor for areas considered to be staff responsibilities. For instance, great progress has been made in athletics and career services by student groups. Nevertheless, students felt as if the reforms arose from student initiative rather than the administration responding to recurring needs.

Outreach by some offices in student spaces has been seen as a real positive. Examples include Career Development Center workshops in A-House and Center for Student Success workshops in the MRC.

Black Alumni Engagement, Alumni Association of African Ancestry (OA4)

As a direct result of advocacy on the part of the Oberlin Black Musicians Guild (OCBMG), a student mentoring program that connects current students with multigenerational graduates is underway. Black college and conservatory alumni are strengthening their relationships in ways that have profound implications for post- and pre-graduate professional experiences. Additionally, alumni are offering support in real time to help their fellow Obies navigate the challenges shared by OCBMG, ABUSUA, and Student Senate. For more information on OA4, see the section focused on conservatory initiatives.

The Afrikan Heritage House (AHH)

The house was created largely as a result of the increased matriculation of Black students that began in the late 1960s. Many Black students arrived and felt the campus was not prepared to support Black students' unique cultural presence, so they petitioned for the creation of a dorm that centered around Black life and that reflected the curriculum of the Black Studies Department, now Africana Studies. Today the Afrikan Heritage House continues to provide an anchor for many Black students at Oberlin, even those who do not reside there. Afrikan Heritage House is managed by the Africana Studies Department, which hires the faculty-in-residence to serve as the liaison between the department, residents, and the Department of Residential Life.

The dining and programmatic elements foster community and most importantly the feeling of a safe space that gives students a respite from some of the more challenging aspects of their Oberlin College experience. This is so for conservatory and college students who do not make the distinction between those two spaces in the ways that administrators and faculty often do. In the past 25 years, the AHH dining hall has become a place visited by a broader demographic of students; it also serves a critical function of exposing and educating white and non-Black students to the richness of African Diasporic legacy.

This dual responsibility requires unique demands for the staff and residents to navigate. It is important that AHH has the resources and staff to adequately support all the complexities of its functions. Additionally, it is important for the college to be articulate about the function and importance of AHH and celebrate it as a source of pride. Many students said they were disheartened by the fact that they were not made aware of AHH until after they arrived. Many recounted tours hosted by the admissions office that did not show prospective students the AHH nor talk about its history, presence, and function.

As the AHH plays a significant role in Black student retention and graduation, it is imperative that the college be committed to maintaining its effective operation and management. In recent years there has been some discussion about the effectiveness of trying to have one live-in faculty-in-residence take on the responsibility of trying to serve as a

program director, a faculty member, and a parent of sorts for students experiencing emotional, academic, social, and/or financial hardship. The Africana Teaching and Housing Fellowship was part of ABUSUA's demands in 2015. Looking at the recent history of the position, it has not been sustainable for the person hired in the faculty-in-residence position to live in the dorm for more than two or three years without feeling overwhelmed and/or burnt out.

In collaboration with previous deans and the previous dean of arts and sciences, a presidential fellow was appointed to assist the faculty-in-residence in managing the many aspects of the position, which includes coordination with residential education and dining services. AHH is the only program house that is also a dining hall that is open to the entire student body. Staff there must manage a dining menu that mirrors the curricular focus of the Africana Studies Department, collaborate with student leadership on house programming, and offer emotional support while facilitating a robust social and cultural experience for the entire campus.

Black Student Organizations

A number of student organizations or programs designed by students directly address the Black experience, including ABUSUA, OCBMG, Black Student Athletics Group (BSAG), Student Senate (Racial Equity Fund, Student Equity Fund), SOCA, African Students Association, Black Scientists Guild, Roots and STEM, Sisters of Yam, SOY Brotherhood and more. These are a lifeline for many Black students, providing fellowship, community, leadership development, and soft skills that serve them well post-graduation. ABUSUA and OCBMG have been instrumental in elevating student concerns and dissatisfaction to the level of the president and Board of Trustees, in addition to pushing Student Senate to address issues of equity and diversity in its policies and procedures, especially in relation to budgeting and support for student programming.

Many leaders in these organizations serve in multiple capacities, including Student Senate. Student activism is cultivated and fostered in these organizations in ways that supplement and enhance the overall academic experience. In moments of great dissatisfaction, these organizations act on behalf of the broader population of Black students to direct administrators and faculty to more beneficial approaches to working collaboratively with students. The proliferation of organizations points to the many pressure points Black students seek to address and the perceived lack of support in many areas.

ATHLETICS

One important area of heightened activity and new programming addressing the student experience is athletics, which plays an important role for many Black students. Activism among Black student-athletes catalyzed initiatives to foster dialogue, change, and celebration among the athletics community.

BSAG has been working closely with athletics to address concerns regarding recruitment, retention, and racial climate between teammates and coaches, and academic support.

Ongoing assessment of the culture of the athletics program as it relates to diversity, equity, and inclusion occurs in several ways. First, the athletics director holds regular meetings with BSAG for feedback and to address concerns as they arise. Second, monthly meetings with coaches and the director address ongoing issues regarding student experiences and strategize appropriate DEI-informed professional development to help staff acquire the necessary skills and competencies. Third, an admissions counselor was appointed athletics diversity and inclusion designee, in compliance with NCAA requirements that a staff person outside the Department of Athletics be involved in hiring processes. Students report that the reforms mentioned above have proven difficult to sustain and have yet to have lasting impact on the quality of their experiences.

FACULTY AND STAFF SUPPORT AND ADVISING

It is important to acknowledge the labor of Black faculty in Africana Studies and across academic departments in advising, curricular, professional development, leadership training, and often, emotional support for Black student organizations and Black students as a whole. We note, for instance, that hiring Black faculty in STEM has corresponded with improved student success rates for all graduates in the field, but especially for Black students. These students have launched into highly successful STEM careers/further studies and earned top awards/recognitions, particularly among those who struggled early in their matriculation through their majors. (Recent data from Oberlin's LACRELA racial climate survey supports these observations.)

Staff members in student-facing roles play a vital part in helping all students, but particularly Black, Latinx, and Asian-American students find their way on campus and thrive. The Academic Advising Resource Center (AARC) plays an essential role in this work. Similar to Black faculty, Black staff often play important roles that are not in their primary academic function. It is vital that Oberlin cultivate inclusive hiring practices in more student-facing offices to build upon these benefits.

There is no routine institutional structure or effort to encourage and assist search committees to address DEI. There is no DEI-specific checkpoint in the hiring process. There is a strong tradition of departments, programs, and offices considering vacancies in isolation, but compositional diversity appears to be missing from the criteria relevant to determining how the vacancy might be filled. Additionally, the practice of identifying and recruiting a diverse pool of applicants in ALL personnel hiring is inconsistent. Of the respondents to Oberlin's Instructional Faculty and Staff Hiring Practices Survey, 72% thought that formal training on hiring for diversity and inclusive excellence should be mandatory for hiring committees of continuing positions, while 54% support that for temporary positions. This data further supports the personnel subcommittee's recommendation for formal DEI training of search committees.

Finally, we also highlight the necessity of Oberlin to work on efforts aimed at supporting, mentoring, and retaining women and underrepresented personnel. Specifically, there is no formalized institutional support system for young faculty and staff of color. Yet there is substantial institutional demand and pressure on these same people simply because there are so few staff and faculty of color on campus and the institution desires representation and involvement on many fronts.

RESEARCH UNDERWAY

Oberlin is participating in a three-part campus climate assessment survey called the National Assessment of Collegiate Campus Climates (NACCC), an effort of USC's Race and Equity Center. Oberlin is partnering with the center on the Presidential Initiative and through its participation in the newly established Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) consortium, of which Oberlin is a founding member. Students were surveyed in March 2021; staff and faculty surveys will be administered in subsequent years and provide valuable comparative data among partner institutions. Results of the initial survey are being released simultaneously with this report.

The data analysis project is part of a continued collaboration with HCRC, a partner that provides quantitatively-based research support for the admissions offices of both the college and conservatory. This project seeks to: build a comprehensive data warehouse; provide analytic support to understand student performance and retention; understand the student experience; and provide recommendations for improved student outcomes.

The HCRC project has yet to analyze the effectiveness of current Oberlin programs on student success. It will be important for the project to consider both the effectiveness of our different support programs (including Posse, Questbridge, Stamps, Stern, STRONG, HHMI, Bonner, the conservatory's "jazz bootcamp," and Brenda Grier-Miller Scholars) with particular emphasis on the role they play in supporting our Black students. What role does each play on campus? How can they work together? What can we learn from the good work they have already been doing on campus? And how do we ensure that students who do not participate in any of these programs receive the support

needed to navigate their Oberlin experience? In addition, it will be important to examine how access to other resources such as AHH and the MRC help support the student experience. How we replicate what works for all students can help Oberlin chart a way forward.

Additionally, the Office of Advancement is using the outside firm Simpson Scarborough to conduct a comprehensive alumni survey. This process will collect quantitative and qualitative information to help strengthen the college's database and better understand the Oberlin culture, especially as it relates to philanthropy. Specific data on outcomes will be essential to Oberlin's efforts to measure student success.

It will be important for the results of these surveys to be analyzed by a group of decision makers who can move to address specific challenges and ensure that progress is made. These reports will only provide a snapshot and it will be important for data collection to be an ongoing process across campus. Specifically, a core set of metrics should be developed to include consistent data collection and the ability to access important information.

Another datapoint that was discussed and is worth consideration is the importance of representation in both faculty and staff and the role this might play as an indicator for success. Department-level diversity can play a significant role in the success of Black students.

One last note on data collection. It will be important for the Presidential Initiative to make a final recommendation on how to measure race and ethnicity. The question is not a trivial one, and how Oberlin decides to move forward can impact its data collection. The Office of Admissions, for instance, reports out on both institutional and federal methodologies. For the Class of 2025, 71 students are reported as Black using institutional methodology, while that number is 39 using federal methodology. Among the differences, federal methodology has a category for "two or more races" that applies to some students and as noted, the difference is not trivial.

Balancing the importance of acknowledging how students self-identify while also taking into account the performance of students in the "two or more" category, reaching consistency across reporting will be important. Should both be listed? Just one? Guidance in this regard is important.

RECOMMENDATIONS FROM THE PRESIDENTIAL INITIATIVE

Based on their examination of the current experience for students, faculty, and staff of color at Oberlin—especially for Black students—the Presidential Initiative members developed a wide range of recommendations, listed here by working group. Many of these recommendations can be accomplished with existing resources. The challenges and solutions suggested focus on improving the experience for Black students, faculty, and staff, with the understanding that this approach will have an impact on all people of color on campus. This approach is intended to help spur ongoing conversation, reflect student activism on campus, and cultivate a culture of innovation in the DEI space that will benefit all of Oberlin College. (Note that as development of the Center for Race, Equity, and Inclusion has begun, recommendations pertaining to the center are not included.)

In this way, efforts to promote and support diversity are not an end in itself. Rather, these initiatives will benefit the entire campus by enhancing and enriching the educational environment as work continues to break down racial and cultural stereotypes; improve cultural competency across all students, faculty, and staff; increase understanding of race and justice and the dynamics at play when those factors intersect; and prepare students to be leaders in an increasingly globalized and diverse society. In short, all students, faculty, and staff will be encouraged to engage and learn in a more diverse and inclusive campus and to reap the educational benefits that flow from such an environment.

The recommendations listed below are numerous and wide-ranging, and in many cases can be deployed through the reallocation of existing resources. They generally fall into three categories: student retention and success; academic and curricular adjustments; and personnel and operational improvements and transparency. The recommendations will be submitted to the newly configured Diversity Committee, which will consider and analyze each of the measures and determine they should be acted upon in venues across the campus. This committee also may devise a multi-year strategy to deploy the recommendations in a feasible manner that enhances Oberlin's DEI culture.

CURRICULUM AND PEDAGOGY

The subcommittee identifies 23 recommendations that would benefit Black students and students of color. Some of the priority recommendations are:

- Pilot a cohort advising program that supports students of color and other underrepresented groups with one non-STEM cohort in the college and one in the conservatory. The goal would be to create a sense of belonging at Oberlin and in the student's initial field of interest, to establish a mentor, establish a rapport with faculty, and learn how to navigate campus resources.
- **Center the work of the Lemle Teaching Center on fostering inclusive pedagogical practices with an equity and diversity lens.** (This recommendation can be further leveraged by the LACRELA eConvenings, which became available to Oberlin after the submission of the subcommittee report.) Design and annually offer a one-year curriculum geared towards new faculty but open to all faculty. As a founding member of the LACRELA consortium, created in partnership with USC's Race and Equity Center, we can offer monthly workshops exploring topics related to racial equity in higher education. Some of the topics explored would include faculty and staff hiring and retention, curricular matters, fostering and sustaining inclusive classrooms, and more. (More specifics offered below.)
- **Make study-away programs more attractive and viable for low-income and first-generation students.** This could include cultivating exchange programs with historically Black colleges and universities.
- **Guarantee a paid internship or summer music festival opportunity to every student.** Oberlin announced in 2021 that beginning in fall 2022, all students who begin their journey at Oberlin will receive \$5,000 in financial support for a summer internship, professional development, or research opportunity that will include performance-based and research-based experiences.

Challenges, Observations, and Recommendations

Learning Spaces and Materials

Challenge 1: Registration windows. Oberlin assigns registration windows based on class standing, which can be calculated in at least three ways: credits earned (omitting pre-matriculation credits), semesters in residence, and anticipated graduation date. The current practice is to use credits earned.

Recommendation: Evaluate the impact of each method for determining class standing on the registration windows of low-income and first-generation students. The Office of the Registrar, in conjunction with Institutional Research, can complete this work and then report it to the Equity and Diversity Committee. This work might require extra staffing and could be a one-time project for a retired employee.

Challenge 2: Registration holds. The offices of Student Accounts and Financial Aid work hard to reach students who have balances overdue. When students and families are unresponsive or improvise a payment schedule that reflects their compensation schedule, a registration hold is placed on their account, which has a snowball effect of diminishing access to preferred courses and—perhaps more importantly—instructors. In the most extreme cases, students are withdrawn from all of their classes, must get the hold cleared, and then re-register, often missing a week of classes in the process and/or losing their seat in an important class.

Recommendation: Explore additional methods for helping students with balances due. This work has already begun in Student Accounts and Financial Aid, who are looking to leverage Engage to view a student's support network. This work could include alerting the academic advisor that an existing hold prevents their advisee from registering for classes. One important challenge to overcome is the mistrust of bureaucracies in low-income communities and the desire to keep financial issues confidential. With these changes, holds will be placed on accounts sooner, extending the window for communication prior to the start of classes. The results of this work can be reported to the Equity and Diversity Committee.

Challenge 3: Book funds. Oberlin meets full financial need, and all students have an expected contribution of \$2,700, at a minimum. Students who rely on campus jobs to make this contribution cannot buy books until their first paycheck arrives, well into the first semester. The Emergency Book Fund and ObieCares are valuable resources, but they require a certain amount of savviness first-year students may not yet possess.

Recommendation: Ask Financial Aid and Student Accounts to brainstorm and implement creative new ideas to get students access to books. Permit students to charge their books to their student account, allowing for parents to pay for the charges as part of the bill or for students to pay for the books over the course of the semester. Identify part of the need-based grant to be used in the bookstore as ObieBucks or some other method. The results should be reported to the Equity and Diversity Committee.

Navigating Academic Systems, Course, and New Fields of Study

Challenge 4: On average, Black students receive lower grades than white students.

Recommendation: Create a new academic advising program that supports students of color and other underrepresented groups with one non-STEM cohort in the college and one in the conservatory. A cohort advising system based on initial academic interest can help provide Black students with resources and community that enable academic success. For instance, Oberlin's STRONG program (Science and Technology Research Opportunities for a New Generation) addresses how some identities are drastically underrepresented in STEM at the undergraduate stage and beyond. STRONG provides a home base, a consistent mentor, and a cohort community, and produces impressive results. A quick glance through other college advising programs suggests that this type of advising cohort program is uncommon and represents an opportunity for Oberlin to lead.

Goals for Students:

- Create a sense of belonging at Oberlin and in their initial field of interest.
- Receive sustained mentorship.
- Develop comfort and experience in talking to faculty.
- Learn how to navigate campus resources.
- First Year Seminar (ideal, but may not be possible for all cohorts).
 - Enroll the cohort in their faculty advisor's first year seminar. Careful consideration should be given to the selection of the PAL advisor.
 - Relate this seminar to issues that students care about. For example, incorporate how racism/marginalization/etc. has impacted the field of study, incorporate how the field approaches issues of racism/marginalization/race/etc., and demonstrate how the field of study impacts things the students care about.
 - Make connections between interests and career pathways.
- Advisor structure.
 - Advisors would meet with students on a regular basis outside of the classrooms through group advising meetings, individual advising meetings, or community building events (i.e. lunch or dinner).
 - Establish a long-term connection to a mentor by making a two-year advising commitment to the cohort. Students can add a major advisor during this time.
 - Connect students with institutional resources and other faculty.
 - Facilitate student meetings with guest speakers on campus.
 - Compensate participating advisors, who should be tenured faculty or experienced staff. Options could include:
 - No other advisees during this 2-year period.
 - Release from committee work during this 2-year period.
 - One course release per year (faculty) or similar reduction of responsibilities (staff).
 - Stipend to support cohort meetings (meals at advisor's house, craft materials, etc.).
 - Provide teaching grants for those creating new first year seminars to fit the pilot program's needs.
- Ongoing support for existing cohort programs with proven record of retention of Black, Latinx, APIA, and first generation students.
 - Robust support for existing cohort programs: Brenda Greir Miller Scholars, Bonner Scholars, Posse, Roots and STEM, and Questbridge.
 - Increase resources for students in BGM, Bonner, Questbridge, and Roots and STEM to prevent a hierarchy in which some cohorts feel less supported.
 - Create a more sustainable model for recruiting Posse mentors from the ranks of staff and faculty to ensure that the integrity of faculty/staff-student relationships, the cornerstone of the Posse model, is maintained
 - Offer incentives for prospective mentors that include stipends and course releases and/or relief from some professional responsibilities.
 - Collect data on rates of graduation for cohort programs to keep track of successes and challenges.
- Ongoing assessment of classroom pedagogy that demonstrates inclusive practices.
 - Addition of a question on Progress Toward Tenure, Promotion and Reappointment documents regarding strategies for creating a more equitable classroom environment for students
 - Department reports can include the overall approach to evaluating and adjusting pedagogy to address challenges in student educational outcomes and accessibility (ie open source text books, ebooks, smaller class sizes)

Transitioning to College

Challenge 5: Long-term impacts on GPA. Black students disproportionately struggle in the transition to college. (See Appendix A.) When students earn a D or an F in a course, it has an insurmountable impact on their GPA. The ramifications include lowered self-esteem as a student (“I just can’t cut it here”), lower prospects for jobs after Oberlin, and lower opportunities for awards and honors. Grade forgiveness moves the focus from a mindset of penalties and consequences to one of learning and growth.

Recommendation: Create a grade forgiveness policy. Oberlin’s current policy on “Repeating Courses with a D or F Grade” reads as follows: A student may repeat once a course for which a grade of D, F, or NP is received. Only one of the repeated courses (with a grade of D or better) may count toward the total number of courses or credits required for graduation, and both courses remain on the transcript and both grades are included in the GPA calculation.” Many institutions have policies and processes for grade forgiveness. Common structures include requiring students to retake the same class for a better grade, allowing forgiveness only for grades earned in the first year, representing the forgiven class on the transcript with a special designation, and an application process.

Challenge 6: Maintaining progress towards graduation. Students who fall behind on progress towards graduation have few options for graduating with their cohort. These options include overloading with credits in future semesters, enrolling in summer classes away from Oberlin, and finishing away (completing one or two courses after graduation). For low-income and first-generation students, paying for courses away from Oberlin—and paying to transfer those credits to Oberlin—is difficult because financial aid does not cover these extra courses, and students need to earn money while not in school.

Recommendation: Create a fund that makes low-interest loans to students who need to take extra courses in order to graduate with their cohort

Promoting Diversity, Equity, And Inclusion (DEI) Requires A Concert Of Changes To The General Education Requirements And Other Aspects Of Oberlin’s Academic Structure.

Challenge 7: Adjust Cultural Diversity requirement. Our current Cultural Diversity (CD) requirement “encourages students to understand cultural diversity in complex ways and in multiple contexts by taking courses that attend to questions of difference, imbalances in political and social power, diversity in cultures and the interactions among and between cultures, and methodological approaches to the study of diversity.” Thirty years later, we are ready to shift emphasis away from simple awareness of and exposure to diversity and toward diversity viewed through critical frameworks of differential power dynamics, structural inequalities, systemic bias and racism, anti-Blackness/white supremacy, privilege, and non-Western or Eurocentric frameworks. Appendix B provides data on the CD requirement.

Recommendation: Update the CD requirement to recognize Oberlin’s commitment to equity and diversity. This work could be done by the Equity and Diversity Committee or by an ad-hoc committee in collaboration with EPPC and EPC. Two potential models for this work include:

Version A: Change the CD requirement to an Equity and Diversity (ED) requirement. The ED requirement would be fulfilled through completion of two full credit courses bearing the new ED designation and completion of a reflective component (completed either within one of the ED courses or as a separate component of a larger portfolio). Ideally, the reflective component would relate to students’ fields of study or career trajectories.

Version B: Within the current CD requirement of three CD courses, require at least two courses with a new ED designation.

Additional recommendation: Institute an ED requirement in the conservatory through the work of an ad-hoc committee populated by members of the Equity and Diversity Committee and EPC/DD.

Challenge 8: Leverage integrated concentrations. Integrative concentrations allow the institution to adapt to the changing expectations of college students while preserving academic rigor. Integrative concentrations raise career awareness and allow for career exploration without compromising existing academic structures that undergird the excellence of a liberal arts education—namely, the demands of the major, both in terms of verticality and in-depth study. [from the Integrative Concentrations Motion to CF from EPPC].

Recommendation: Develop additional integrated concentrations focused on racial equity and inclusion, such as Race & Culture, Race & Public Health, Race & Law, Race & Justice, and Race & Music.

- Pursue options for leveraging current courses into new integrated concentrations.
- Experiential opportunities could include existing programs, such as Oberlin Drama at Grafton, Oberlin Music at Grafton, etc.
- Develop Cleveland-based internships and expand other internship opportunities related to racial equity and inclusion in the local and regional communities.
- Consider expanding existing minors into integrated concentrations or sharpen their explicit concern with promoting DEI (e.g., Law & Society).

Challenge 9: Leverage high-impact curricular and co-curricular practices. Participation in high-impact practices leads to deeper engagement with learning outcomes, modestly impacts GPA, and improves the quality of students' college experience. Participation has a greater impact on underrepresented minorities and first-gen students, yet these students participate at lower rates. The following recommendations serve to increase participation by Black students in high-impact curricular and co-curricular programs.

Recommendation: Explore and incentivize ways to recognize students who engage in high-impact curricular and co-curricular practices.

- Provide a special cord to wear at graduation.
- Recognize work on the transcript by offering a certificate in high impact practices to students who participate in a certain number of opportunities.

Recommendation: Create a four-year co-curricular program focused on career readiness. The Career Development Center already has much of this program in place.

- Expand current resources for the first and second years (PALs/ConPALs and SOAR).
- Branch out for third and fourth years, allowing for choice and highlighting high-impact practices. Junior Practicum and Senior Launch could be part of this program.
- Equip students to describe the skills they learned through their liberal arts education.
- Consider how Winter Term can be leveraged for this curriculum.

Recommendation: Highlight, support, and offer guidance on the creation of opportunities for students to interface with schools and organizations in Lorain County and Greater Cleveland. The Bonner Center for Community-Engaged Learning, Teaching, & Research will be an important partner in this conversation.

- Nurture current and build new relationships with local schools around topics of education and anti-racism, education and anti-Black racism, and music education.
- Nurture current and build new relationships with city and regional organizations challenging problematic community policing (e.g., the Social Justice Institute at Cleveland State University, The Tamir Rice Foundation, and El Centro).

Recommendation: Make study-away programs more attractive and viable for low-income and first-gen students. This work will require partnership between the offices of Study Away, Office of Advancement, academic deans, and the Registrar, at a minimum.

- Create a full-time enrollment study-away program that awards credit for two activities: in-person, meaningful internships/organizing at locations outside Lorain County and Cleveland and two full courses fulfilled through remote learning.
- Cultivate exchange programs with HBCUs.
- Expand fundraising to support the cost of plane tickets for low-income students who study away on an Oberlin-affiliated program. It would be particularly impactful if funds were designated for low-income students, regardless of where their study away occurs.
- Fundraise to fully fund a Winter Term study-away experience for low-income students.

Recommendation: Expand musical outreach to our surrounding communities. Rely on the Community Music School for much of this work.

- Train college and conservatory students to partner with local schools and work with younger students. Community engagement is a necessary component in building a holistic music education and career in music.
- Add a community outreach component to the conservatory's small ensembles and chamber music program.
- Expand on-campus work-study opportunities to partner with local organizations such as NOYO, FAVA, and the Community Music School.

Recommendation: Leverage paid internships or summer music festival opportunities for every student.

- Develop internships focused on issues facing Black communities.
- Offer an internship opportunity for a student to put together an internship/fellowship list of opportunities supporting Black students and other underrepresented groups.

Recommendation: Increase the number of courses designated CBL (community-based learning) and reach out to majors that might consider including a CBL requirement. The Bonner Center for Community-Engaged Learning, Teaching, & Research will be an important partner for this work.

- Community-Based Learning (CBL) at Oberlin is a pedagogy in which faculty collaborate with community partners to identify community needs and goals and integrate these, through community-based research or class projects, into the academic goals of a course for the mutual benefit of the partner and the student. <https://www.oberlin.edu/bcsl/programs/community-learning>
- Include Black-owned and Latinx-owned Oberlin businesses in CBL opportunities.

Challenge 10: Adjust pedagogy to address racial disparities. Disaggregating academic standing sanctions and grade statistics by race paints a sobering picture for our Black students (see Appendix A). HHMI initiatives as well as individuals and departments doing this work provide a consistent narrative: when we rethink how and what we teach, all students—especially our Black students—learn more. We believe there is interest and good intentions on the part of the faculty to do this work. Though this can involve major changes or reorientations, it need not always do so. Often, small changes or inclusion of new elements related to DEI can make monumental differences. The following recommendations intend to create structures and cultures that facilitate pedagogical and course-content transformation.

Recommendation: Center the work of the Lemle Teaching Center on fostering inclusive pedagogical practices with an equity and diversity lens that leverages LACRELA eConvenings.

- Design and annually offer a one-year curriculum geared towards new faculty but open to all faculty. As a founding member of the LACRELA consortium, created in partnership with USC's Race and Equity Center, we can offer monthly workshops exploring topics related to racial equity in higher education. Some of the topics explored would include faculty and staff hiring and retention, curricular matters, fostering and sustaining inclusive classrooms, and more.
 - The timing, content, and frequency of these workshops should balance the importance of this work with the time and energy demands on early career faculty. These pedagogues are often grappling with building

- syllabi and courses from scratch, learning basic pedagogical approaches, and trying to retain some hold on their scholarship.
- Workshops on inclusive course policies, assessment, and course content.
 - Workshops on incorporating race into class discussions (engaging with the perspectives and stories of white and BIPOC students).
 - Promote anti-racist pedagogies throughout the curriculum.
 - Assemble a team of faculty to be consultants for divisions interested in curricular change. The consultant would help departments look at data on grades and majors, identify moments in a curriculum (or even a course) where student success begins to diverge along lines of diversity, brainstorm ideas for removing barriers, and help focus departmental conversations.
 - Assemble a team of faculty mentors with experience in anti-racist pedagogy to explore changes to course policies, assessment, and course content.
 - Note: Faculty compensation must be carefully considered for these recommendations.
 - Restart the faculty-student partnership program to help assess and provide feedback on inclusive teaching. Recruit student partners from underrepresented communities. As in the past, this program should pay students for their time.
 - Continue to partner with departments to offer workshops and talks on inclusive pedagogy.
 - Create a bank of syllabi with anti-racist pedagogical structures.
 - Offer a summer faculty institute with a focus on active learning and inclusive teaching.
 - Use the Center for Student Success report “Self-Reported Racial Categories of Students with Academic Standing Actions” (compiled every three years, and provided as Appendix A) and track the D/F/W rate disaggregated by racial categories to gauge if increased attention to inclusive and anti-racist pedagogy is having any impact.

An increase of resources to the Lemle Teaching Center will be critical to the successful implementation of these recommendations. At least one more staff member will be necessary or an increased position from half to full-time with compensation and/or course releases. The HHMI grant has accomplished this type of change in several STEM departments. Work with the Office of Foundation, Government and Corporate Grants to identify expanded resources.

Challenge 11: Ensure that DEI best practices in academic settings are consistent across the institution.

Recommendation: Annually make the case to the general faculty that inclusive pedagogy makes a difference for all students. In addition to a presentation of activities and opportunities and messaging during the times that faculty are preparing for the semester, consider using President Ambar’s mission moments to tell the stories of individuals and departments doing anti-racist and/or inclusive work.

Recommendation: Change the focus of Teaching Grants to support the development of inclusive pedagogy and courses—or even modules of courses—that explore the history of anti-Black racism and white supremacy in a field. In addition to supporting the proposed new advising cohorts, this will provide institutional support to additional teaching faculty and staff.

Recommendation: Include a description of engagement with inclusive pedagogy in PTTs, PIRs (A&S), SPAs (Con), and all promotion and tenure materials. This work is already complete in A&S.

Recommendation: Require the annual chair’s report to include information on curricular assessment with a DEI lens.

Recommendation: Develop division-specific and Divisional Advisory Committee or DAC-specific programing enabling students to relate DEI concerns and work to their own field of study and trajectory after Oberlin.

Specific programming would better inform students of DEI issues within their fields of study and would better equip students to confront those issues after Oberlin.

- Collaboratively develop racial equity and diversity programming geared toward specific fields (e.g. STEM fields or conservatory) with participation across DACs or even whole divisions.
- Options could include speakers, workshops, and internships.
- Programming can be coordinated with the Career Development Center and the Lemle Teaching Center and facilitated with assistance from the new Center on Race and Equity.

Recommendation: Encourage departments to engage in self-study related to DEI concerns.

- Reflect on entry points to and bottlenecks within vertical curricula. Promote multiple entry points and allow multiple pathways through majors when possible.

PERSONNEL

The personnel subcommittee recommends the following to promote racial equity and diversity in personnel hiring at Oberlin College and Conservatory.

Challenge 1: In a tight labor market, recruiting and retaining outstanding and diverse faculty and staff is more important than ever.

Recommendation: Standardize a protocol across departments for generating a pipeline to recruit, retain, and mentor qualified, outstanding, and diverse candidates. This can be accomplished through the following processes:

- Open search job descriptions for personnel hiring.
- Direct outreach to organizations that support opportunities for minorities.
- Recruitment of pre-doctoral/early career candidates in the humanities, social sciences, and conservatory for tenure-track line.
- Recruitment of pre-doctoral candidates and early post-doctoral candidates in STEM (Science Technology Engineering and Math).
 - 3-year Visiting Associate Professor (VAP) guarantee with an established tenure-track line.
- A new postdoctoral/early career cohort (“fellows”) program with an affiliation with the Center for Race, Equity, and Inclusion. This could be a program that hires 3-4 personnel per year, shared between A&S subjects (2-3) and Con subjects (1) to explore, from an interdisciplinary perspective, a topic in racial equity/justice, race and public health, and also to contribute some teaching and engaging in research/creative work.

Recommendation: Searches should be continued until a diverse pool of candidates is achieved.

Challenge 2: Oberlin’s current structure provides no natural home for executing on the recommendations in this section, with only diffused accountability.

Recommendation: Create and hire an oversight role to work on the recommendations suggested in this report and included in the appended *Presidential Initiative-Personnel Subcommittee Hiring, Retention and Promotion*.

This person, possibly at the level of chief DEI officer, academic human resources professional, or associate dean, will be an integral part of the following committees and initiatives and should:

- Play a pivotal role in creating the Center for Race, Equity, and Inclusion;
- Chair the DEI committee at Oberlin and utilize this committee to support hiring of diverse personnel at Oberlin;
- Consult with the deans and directors of programs/offices to investigate, develop, and/or identify positions that may be open to more flexibility in terms of description and presentation with a view to attracting applicants of color and women;

- Ensure that search committees are as diverse as reasonably possible and understand the broadness of diversity and intersectionality, and verify that the interview process includes the candidate's exposure to different aspects of the institution and people that might be especially encouraging to minority applicants regardless of department, program, and division;
- Work with search committees to craft job descriptions that reflect Oberlin's mission statement on DEI;
- Recommend effective strategies to the search committees during the early stage of the hiring process to help recruit an initial and final diverse applicant pool;
- Encourage search committees to fully consider applicants with curriculum vitae that may look unconventional (for example, an unconventional c.v. may emphasize an applicant's commitment to teaching and or teaching experience over research) at each stage of the selection process;
- Provide guidance for questions on diversity, equity, and inclusion during initial and on-campus interviews;
- Confirm that applicants will bring or contribute to DEI efforts and be able to work with a diverse group of students, faculty, and staff;
- Monitor how search committees adhere to the protocols and standards for DEI in personnel hiring (for example, have oversight of reports by chairs of search committees that highlight how their search process was conducted, their use of the rubric for assessing a candidate's awareness, experience, and plans to advance DEI efforts and the committee's evaluation of diversity statements by applicants);
- Alert the institution to potential involvement in opportunities that can showcase Oberlin and create a more positive reputation of Oberlin as a desirable place to work.

STUDENT LIFE AND LEARNING

The subcommittee identifies 20 recommendations to benefit Black students and students of color. Some of the priority recommendations are:

Recommendation: Make expertise in and responsibility for supporting Black students, students of color, and diverse administrative teams a priority in upcoming staff hires. Develop expertise in equity-centered hiring that can be shared across campus.

Recommendation: Hire an assistant to the Faculty-in-Residence at Afrikan Heritage House. This is the final request included in the list of Black student concerns yet to be addressed; students requested more support for resources that already exist but are spread thin. A presidential fellow, postdoctoral fellow in higher education, or student life administrator would be an appropriate choice, offering a rotating pool of new professionals experience in student life and helping them launch into their next career phase. Additionally, this request has been supported by leadership in Africana Studies and should be considered in addition to increased staffing on other administrative teams.

Recommendation: Staff Afrikan Heritage House consistently, including the faculty-in-residence position. Support continued efforts at Afrikan House to coordinate events/ programming with Admissions, Advancement, Alumni Relations, Multicultural Resource Center, Academic Advising Resource Center (AARC), Campus Dining, and other entities on campus, in support of the recruitment and retention of Black students and contributing to the overall educational experience of all students at Oberlin. Compensation for this position must be revisited, as it does not reflect the expectations of the position. The faculty-in-residence at the Afrikan Heritage House is involved in a considerable amount of work to foster community across campus that is not expected of other FIRs.

Recommendation: Oberlin should explore other forms of proactive community support, bringing in experts in facilitating community conversations, workshops, and other group support experiences. Key to this effort is a reconstituted Multicultural Resource Center that offers mentoring and leadership cultivation for student organizations, programming in collaboration with academic departments, and fostering solidarity.

Recommendation: Work that includes a better assessment of student support programming, increased mental health outreach, and student training can be organized by a newly structured Multicultural Resource Center together with Student Affairs.

- Qualitative data suggests that queer, non-binary, and trans Black students and students of color need an additional layer of support. Historically the MRC functioned as an anchor resource to support students in this area.

Challenges, Observations, and Recommendations

Data Collection

Challenge 1: In order to succeed in its DEI efforts, Oberlin needs better data collection and the creation of clear and accessible rubrics for measuring progress. Intuition Research data is a rich resource, but often requires significant time to review and interpret. There are also many areas where important gaps occur.

Recommendation: The college should conduct regular focus groups with Black, Latinx, and APIA students, conducted by experienced facilitators who can use them to generate data and metrics.

Recommendation: Small sample sizes can render quantitative instruments insensitive to Black students' concerns, so a multi-method approach to monitoring the college's progress is critical.

Recommendation: Assess how physical space can impact a feeling of belonging on campus. Collect data to see how we can utilize spaces to their full potential, as well as create or maintain spaces outside of Afrikan Heritage House that have particular impact on the well-being of BIPOC students.

Funding, Structure, and Hiring

Challenge 2: Without sufficient student diversity, campus climate issues are likely to persist.

Recommendation: Improve financial aid resources so that Oberlin can build an industry-leading diverse student body. Look at financial need not only as connected to tuition and room and board, but also as connected to the need for supplies, food, transportation, medical bills, and other necessities.

Challenge 3: Critical programs supporting Black students are under-resourced, including Student Academic Success programs, Africana Studies Department, and Afrikan Heritage House, which not only help shape students' academic experience but also design, produce, and sponsor events that create the cultural milieu that allow many Black students to feel at home in Oberlin.

Recommendation: Secure long-term funding for mentoring and student support in both operating budget and personnel, recognizing the outsize job they perform in the current climate.

Challenge 4: More assessment is needed to understand the impact of other non-academic support programs that could play a key role in the lives of Black students on campus, including Campus Safety, SHARE, and the Counseling Center.

Challenge 5: Further outreach work is needed to build bridges to Black student communities who need mental health services, something that may require greater investment in DEI training and further commitment to staff diversity.

Challenge 6: Student organizations do not currently complete any formal training in DEI practices or building an inclusive and welcoming community.

Recommendation: These streams of work can be organized by a newly structured Multicultural Resource Center together with the Division of Student Affairs. Enhancing the capacities of student organizations, and reviewing

budgeting processes to ensure adequate resources, should be a regular element of the student activities office. Assessing the time commitment to provide a robust cocurricular experience should also be part of this work, as much of the programming and community-building for Black students devolves to student organizations.

Challenge 7: Oberlin has lost a number of staff who were particularly committed to DEI work.

Recommendation: Make expertise in and responsibility for supporting Black students, students of color, and diverse administrative teams a priority in upcoming staff hires. Develop expertise in equity-centered hiring that can be shared across campus.

Recommendation: Improve onboarding so that new staff understand their own responsibilities, adjacent work going on elsewhere, and how best to collaborate to provide seamless support for BIPOC Students.

Challenge 8: MRC staff cuts have made it impossible to base structure around Community Coordinators connected to specific affinity groups.

Recommendation: Create more hired student positions. This provides a vital leadership opportunity for students as well as a way to earn money. In addition, it allows for peers to help program the space and to potentially monitor the space to allow it to be open for a wider set of hours.

Recommendation: Consider staffing to help Black and POC LGBTQIA students. Among other roles, this position should help trans, including Black trans students, navigate state and regional policies that make legal name changes and access to medical care difficult to obtain.

Recommendation: Within the new center or MRC structures, revitalize staff role in supporting student leadership in affinity groups. This work should include organizing leadership retreats for enrichment of individual groups and intragroup experiences, building coalitions between groups, and conversation.

Recommendation: Consider where to locate expertise in undocumented student support. Identify a staff person in the MRC who can support undocumented students. Undocumented students at Oberlin often struggle to navigate administrative offices, fearful of divulging their immigration status.

Campus Culture

Challenge 9: Greater communication is needed between Black students and administrators.

Recommendation: Support continued work by the Black Students Advisory Group, a proactive resource that strategically identifies challenges early in a feedback loop between student organizations and administrators. Expand meeting participation as needed to create better communication opportunities as well as to engage in problem solving around concerns shared by the students. Engage this group with faculty leadership to help address issues related to student experiences in the classroom.

Recommendation: Require every student-facing department and program to have a clear diversity and inclusion plan. All staff should also be required to develop and demonstrate a high level of cultural competency. There are opportunities for this through the Ohio 5 and COFHE. There should be funding and encouragement from leadership to participate in and get involved with these organizations and opportunities.

Challenge 10: Engagement with Black alumni is inconsistent.

Recommendation: Adopt best practices now underway in the conservatory and elsewhere to connect generations of Black Oberlin students and graduates, and help students navigate their challenges.

Recommendation: Involve alums in themed events and regular one-on-one conversations to address key issues, discuss what works, and connect it to life after graduation.

Challenge 11: Black students in both A&S and the conservatory need support and common ground in which they can develop a shared sense of belonging.

Recommendation: Staff Afrikan Heritage House consistently, including the faculty-in-residence position. Support continued efforts at Afrikan House to coordinate events/programming with admissions, advancement, alumni relations, the Multicultural Resource Center, the Academic Advising Resource Center (AARC), campus dining, and other entities on campus, in support of the recruitment and retention of Black students and contributing to the overall educational experience of all students at Oberlin.

Challenge 12: MRC name is outdated, no longer reflecting current discussions of equity and social justice.

Recommendation: Honor the legacy of founding director Rachel Beverly by renaming the MRC the Beverly Center for Student Diversity, Equity, and Leadership.

Challenge 13: Current skills training for students does not prepare students to create diverse and equitable communities and student organization programming.

Recommendation: Ongoing skills-building programming, such as the Hollaback bystander intervention training that was piloted during New Student Orientation in 2021, should be an ongoing part of student experience. Students have also requested mandatory educational programming similar to the work done by PRSM around Title IX and sexual violence. This would require an investment in professional staffing as well as student employees to ensure that this education was completed.

Challenge 14: Student psychological support is often reactive, and insufficient to address the impact of external events.

Recommendation: Oberlin should explore other forms of proactive community support, bringing in experts in facilitating community conversations, workshops, and other group support experiences.

STUDENT SUCCESS

The subcommittee identifies 12 recommendations that would support Black students and students of color. Some of the priority recommendations are:

- **Recommendation: Build and publish a diversity dashboard.**
- **Recommendation: Review academic standing processes through a DEI framework.**

Challenges, Observations, and Recommendations

Data

Challenge 1: Oberlin needs better consistency and transparency in data about DEI work.

Recommendation: Establish a clear set of variables for student data collection across the institution, including race, ethnicity, gender identity, and first-generation status. Find common ways to define and seek that data.

Recommendation: Build and publish a diversity dashboard. In the 2021-22 academic year, representatives from the Presidential Initiative should collaborate with the Office of Institutional Research to design and gather the appropriate data. Clear responsibility should be established and a calendar should be developed to ensure that the dashboard is

regularly updated. Possible categories include racial breakdown, ethnic breakdown, gender identity, intersectionality among categories, etc. Clear explanations of terms and links to source data should be included.

Recommendation: Charge a committee to review data from (NACCC) surveys, HCRC study, and comprehensive alumni survey. The committee should include representation from the deans' offices, student life, admissions, institutional research, and the student body.

Academics

Challenge 2: Academic efforts to increase retention and improve time to graduation remain inconsistent.

Recommendation: Develop a cohesive system that highlights the availability and importance of high-impact practices for students to ensure a more consistent retention and on-time graduation rates with special attention given to Black student participation. These will include first-year seminars, writing intensive courses, undergraduate research, internships, ePortfolios, service learning, and study away. Special attention should be taken to include the conservatory in these efforts, for instance with participation in summer festivals.

Challenge 3: Academic processes may inadvertently and disproportionately affect particular groups of students.

Recommendation: Review academic standing processes through a DEI framework. Benchmark against peer institutions.

Recommendation: Better communicate academic standing processes with students.

Recommendation: Add more 2-credit courses to help students meet minimum credit requirements.

Culture and Training

Challenge 4: Imposter syndrome adds to a stigma for students of color seeking help.

Recommendation: Re-evaluate systems of student support to increase ease of access.

Challenge 5: Students need shared vocabulary and expectations regarding institutional goals for diversity, equity, and inclusion.

Recommendation: Institute mandatory training for all students focusing on race, allyship, and anti-racism. This could be similar to the role that PRSM has regarding bystander intervention.

Innovative Programming

Challenge 6: It will be important to ensure momentum of new programming that supports Black students and students of color.

Recommendation: Continue the Peer Advising Leader Program's initiatives in DEI efforts.

- Improve general training for PALs and through a similar affinity-based model that was used for the allyship workshops in fall 2020.
- Continue the racial and social justice in music programming for first-year conservatory students, offered through the ConPALs program.
- Build second-semester support (currently PAL programming ends in the fall semester).
- Continue to build relationships with other cohort-based programs, including Bonner Scholars, STRONG, POSSE, etc.
- Continue to expand collaborations with campus partners including the MRC.

Recommendation: Continue the Career Development Center's initiatives in DEI efforts.

- Continue affinity spaces introduced in the career community curriculum for conversations surrounding the intersections of students' identities and their future industry.
- Include deconstruction of "professionalism" as it specifically relates to a specific industry.
- Career Development Center professional and student staff should participate in regular DEI training.

Drop-in advising hours should occur in a different location each week, with a focus on residential spaces for historically excluded groups, to allow them to engage with the CDC in a space that is comfortable for them.

Challenge 7: Conservatory students of color face unique challenges that differ from A&S students.

Recommendation: Establish a Conservatory Alumni Mentoring Group that will support Black students' transition to professional life.

IN-PROGRESS COMMITMENTS TO DIVERSITY AND INCLUSION

In addition to the work of the Presidential Initiative Committee, faculty, staff, and students across campus are pursuing efforts to support diversity, equity, and inclusion. The following is a summary of the various programs that have been launched to build upon Oberlin's tradition of leadership in social justice.

STUDENT AFFAIRS

Student Support

- **Sustained Dialogue proves resilient through the pandemic:** During the first semester, there were 47 campus dialogue sessions hosted by 17 groups involving 164 students with rosters of 10 students each. Over 80% of the groups were designated “inter-dialogue” groups. Sustained Dialogue is in year two of offering “intra-group” dialogues, often referred to by students as “affinity groups,” where students seek dialogue with students across differences who carry a significant common identity. Among current offerings are Black identity and experience, grief-based groups, Jewish identity and expression, and interfaith groups representing a range of participants from diverse religious backgrounds.
- **Counseling Center Rise and Thrive Grant:** The Counseling Center was awarded a \$50k grant to address mental health for students with emphasis on BIPOC communities. As part of this initiative, Counseling and Psychological Services is collaborating with community partners to connect our students to services off campus. During the fall semester, phase one was completed, which included hiring four students and conducting listening sessions with staff, faculty, and students, as well as external community members. The listening sessions are being used to identify needs and create a plan for phase two, which will begin in April. Phase two includes a three-part plan of creating an online repository of on-campus and community resources, increasing buy-in across campus, and implementing a trauma-informed organizational approach across campus, with a focus on racial trauma.
- **Multicultural Resource Center (MRC):** The MRC is currently being reimagined and revitalized under the leadership of Dean Goff, who recently hired a new director for the center who is scheduled to start later in the spring semester. As part of this process, a new vice president and dean of intercultural engagement also recently joined the leadership team within the Division of Student Life. He will assist in providing leadership and oversight for JEDI efforts within the division, in collaboration with key campus stakeholders. In the meantime, the MRC continues to offer key signature programs to support the campus community:
 - Trans Day of Remembrance Vigil: Annual vigil for Trans Day of Remembrance held outside of Wilder Bowl on Tuesday, November 16, 2021. More than 50 students were in attendance.
 - Hispanic to Latine: The Terms that Bind Us: In collaboration with the Latin American Studies Program, the MRC held a panel discussion on the terms Hispanic, Latina/o, and the evolved terms Latinx/e. The panel consisted of faculty, staff, and students.
 - Workshops: Throughout the fall semester, the MRC offered several training workshops via Zoom: Power, Privilege & Oppression, Implicit Bias, UndocuAlly, and Beyond the Binary. There was a combined total of 204 participants.
 - MRC Lounge: MRC opened its new lounge space located in Wilder 212 on October 21, 2021. Since opening, a total of 302 community members have visited the lounge.

ATHLETICS

Student Support

- Inspired by the voices, actions, and activism of Oberlin College student-athletes, the Department of Athletics and Physical Education has met with Black student-athletes, alumni, community members, and colleagues across the nation to rethink the role and responsibilities of the athletics department. Initial actions and plans include Ally with Athletes for Change; listening sessions with individual teams, the Black Student-Athlete Group, and alumni; and ongoing readings and discussions with local and national figures in athletics.

- In collaboration with Black student-athletes, the athletics department has identified a series of programmatic and cultural changes, including implicit bias/anti-bias/micro-aggression training for all students, coaches, and staff members; creation of the Yeo-Vote Athletics Initiative to support nonpartisan voter registration and voter participation; expanded promotion of the achievements of Black student-athletes and alumni; and creation of a diversity and inclusion designation within the Department of Athletics.
- The athletics department has committed to improving diversity within its administration and coaching staff and among the Heisman Club Board; developing social justice promotional events; and encouraging the North Coast Athletic Conference to revitalize its Branch Rickey Mentoring program, a professional shadowing experience that matches veteran NCAC athletic administrators and coaches with female and minority students who aspire to a career in college athletics.

CONSERVATORY

Academics

- Revision of the curriculum and programming, expanding the traditional aesthetic priorities and broadening the musical knowledges and practices traditionally represented in the conservatory, including:
 - [Music theory core curriculum](#): Launched in fall 2021, the new curriculum makes space to de-center the Western European art-music tradition while significantly broadening the scope of musical traditions, practices, and knowledge represented in the sequence and providing greater flexibility to students.
 - [Instrumental large-ensemble program](#): Launched in 2020-21, the redesigned program provides a much wider array of performing and artistic experiences to students and a significantly greater diversity of composers represented in programming. In 2020-21, 49% of all works performed in the large-ensemble program were by BIPOC composers and 78% were by living composers
 - [Participation in the Resonate Project](#), a [consortial commissioning project](#) dedicated to the commissioning and premiere of works exploring the African diaspora by seven prominent composers.
 - [Creation of new interdivisional minor in African American music](#), combining coursework in the conservatory and A&S (Africana Studies and other departments) and open to students in both divisions. Launching fall 2022.
 - [Creation of new tenure-track faculty position in African American and African Diasporic musics](#). New faculty member to begin in fall 2022.
 - [Creation of a new James R. '58 and Susan Neumann Postdoctoral Fellowship in Jazz History](#). New position to commence in fall 2022.
 - Expansion of curricular offerings exploring African American and African Diasporic musics, the racialized politics of music, and more. These include both performance-based offerings (e.g., the Gospel Choir), conservatory academic courses (e.g., The Racial Politics of Classical Music, an upper-division musicology course), and more.
 - Continuation of the Racial and Social Justice in Music module, offered through the ConPAL program as part of the conservatory's orientation for first-year students.

Conservatory Student Support

- New OA4/conservatory mentorship program to launch in 2022, developed and run in partnership with OA4 (Oberlin Alumni Association of African Ancestry) alumni group.
- Creation of Conservatory Audition Travel Fund in spring 2021 to support prospective conservatory students otherwise unable to travel to Oberlin for audition and admissions activities. First grants to be made in 2022.
- Creation of the [Dolores '54 and Donald '57 White Prize](#) to support student leadership in elevating diversity through performance-based projects.

ARTS & SCIENCES

Personnel

- Over the past two years, A&S has followed the Kamitsuka-Kwakye protocol for instructional personnel hiring to cultivate diverse tenure-track and instructional hiring. The approach has proven effective in yielding both excellence and diversity in faculty hires (2019-20 and 2020-21 tenure-track & instructional A&PS hires):
 - 82% Women
 - 54% People of Color
 - 27% Asian American
 - 18% Black
 - 9% Latinx

Academic and Co-Curricular Resources

- Afrikan Heritage House and Africana Studies Annual Programming and Support:
 - Hired two program assistants to support the Faculty-in-Residence in managing many of the residential education elements.
 - 50+ years of fostering a sense of belonging for Black students.
 - Black History Month Committee chaired by the faculty-in-residence, who coordinates the campus wide Black History Celebration, an event that serves the entire campus community with academic and cultural programming with focus on challenging antiblackness and affirms the centrality of study of Africana peoples to Oberlin's history and world history.
 - Kuumba Week: Annual event that showcases Black art via programming and events.
 - Ongoing leadership development through programmatic opportunities for Black students to fellowship at monthly house meetings; leadership training via serving in elected positions.
 - Community spaces for Black student organizations.
 - Dinner (and recently lunch) that mirrors the programmatic focus of A-House and the Africana Studies curriculum.
- Student Organizations:
 - Annual programming provided by ABUSUA (Black Students Union); OC Black Musicians Guild; SOY (Sisters of the Yam); The Brotherhood; Zami; La AlianzaLatina; Asian Students Association; SOCA (Students of Caribbean Ancestry); and others offer programmatic support and fellowship to foster a sense of belonging.
- Formal and informal support offered by Comparative American Studies and Gender, Sexuality and Feminist Studies:
 - Robust curriculum and programming that directly addresses concerns of student organizations.
 - Ongoing programming in the form of lectures and events addressing racism against Asian Americans, policies that target undocumented peoples, sanctuary practices, and activism to support undocumented students.
 - Formal and informal support of La Alianza and ASA in the absence of a fully staffed MRC.
- Student Government Associate (SGA)
 - Racial Equity Subcommittee formed to address student access to support when encountering anti-blackness and/or racist treatment in the classroom.

Student Support

- Lemle Center for Teaching Center programming stressed anti-racism in its curriculum in 2020-21. Some examples:
 - "How Does White Language Supremacy Influence What We Really Value in Student Writing?"
 - "Designing and Using Labor-Based Grading Contracts for Antiracist Classrooms"
 - "Homegrown Practices for Antiracism"
 - "Handling Micro-Aggression and Discrimination in the Classroom"

- “Mental Health in the Classroom”
- The Academic Advising Resource Center (AARC) support for underrepresented students:
 - AARC staff meet regularly with underrepresented students to share important advising information, covering topics such as add/drop, pass/no pass/withdrawal dates, Winter Term, and incompletes. Audiences include cohort-based programs such as the Brenda Grier-Miller Scholars Program, Bonner Scholars Program, Posse Scholars, and STRONG Scholars. Staff also deliver presentations through programs that are part of the first-gen low-income student series and the Jazz Boot Camp. The programs demystify academic policies and ensure that students know individual staff members with whom they can connect when they have questions or encounter challenges.
 - The AARC advising team seeks to be present at functions hosted by offices such as the Multicultural Resource Center.
 - The AARC assigns advisors for new Arts and Sciences and Double Degree students. DEI informs this process as the AARC proactively identifies areas in which students may benefit from additional support.
- The Allen Memorial Art Museum (AMAM) featured several exhibitions of African and Black art in 2020-21:
 - *Afterlives of the Black Atlantic*, featuring art focusing on the aftermath of the slave trade.
 - *How Can Museum Labels be Antiracist?*—an installation taking a range of approaches to two paintings made in the wake of the Civil War.
 - *From Our Walls to Yours*, including new acquisitions of works by artists from Black, Canadian First Nations (Cree), and Chinese backgrounds; and six exhibitions of Asian art.
 - Acquisitions made in 2020 and 2021 include the earliest known miniature portrait of a Black sitter, Zaga Christ, made by the 17th-c. woman artist Giovanna Garzoni; the museum’s first painting by an Inuit artist; works by Mexican, Puerto Rican, and Black artists, including important sculptural groups by José Rodríguez and Johnny Coleman; a drawing of Rosa Parks by Burton Silverman, complementing the AMAM’s earlier acquisition of more than 20 drawings by him relating to the Montgomery Bus Boycott.
 - Two Black alumnae, each holding a prominent position in an academic art museum, joined the AMAM board: Courtney J. Martin ’96, director of the Yale Center for British Art, and Lauren Haynes ’04, senior curator of contemporary art at the Nasher Museum of Art at Duke University.
- Bonner Center for Community-Engaged Learning, Teaching, and Research:
 - The Bonner Center facilitated a weekly speaker series in 2020-21 featuring panel discussions with representatives from 18 regional community organizations, including the Cleveland Foundation, Lorain County Public Health, Nord Family Foundation, Fair Housing Center for Rights & Research, Lorain County Urban League, Immigrant Worker Project, Policy Matters Ohio, and Environmental Health Watch. The conversations focused on pressing issues—such as health equity, the criminal justice system, the role of philanthropy in advancing racial equity, and the legacy of residential segregation—identified by community leaders and considered through a racial justice lens to inform future collaborations between the college and its neighbors. An average of 48 students, faculty, and staff spanning the college and conservatory, attended each week. Students and faculty collaborated to produce reports based on the speaker series that the Bonner Center is using to inform a DEI strategy that is informed by priorities identified by regional community partners.
 - The Bonner Center partnered with the Community Foundation of Lorain County, the Elyria YWCA, and a consortium of non-profit and public sector agencies including Lorain County Public Health, Lorain County Community College, and the Nord Family Foundation, to establish a new Lorain County Racial Equity Center. Through sponsored student and faculty community-based research, the Bonner Center will lead the emerging center’s multiyear initiative to document Black history of Lorain County.
- Peer Advising Leaders (PAL):
 - During the 2020–21 academic year, PAL launched new programs and initiatives focused on DEI. New content included:
 - **Thriving in Diverse Communities:** This orientation session, led by PALs within their cohorts, challenged students to consider the range and intersectionality of their different identities.

- Power, Privilege, and Oppression Workshops: An hour-long workshop facilitated by the Multicultural Resource Center that introduced a framework through which students can consider diversity, equity, inclusion, and allyship on campus.
 - Created the PAL Student Coordinator for Diversity, Equity, and Inclusion role to support DEI initiatives—both student-facing curriculum as well as internal development for PALs.
- Sophomore Opportunities & Academic Resources (SOAR):
 - Over 300 second-year students participated in the month-long SOAR Retreat in January 2021. Sessions led by experienced DEI facilitators guided students through reflection and discussion on how they can take part in efforts to envision and enact more equitable, mutually supportive environments.
 - Students also participated in racial affinity group workshops led by experienced DEI facilitators focused on the following topics:
 - Bringing Our Whole Selves: Honoring our BIPOC identities in Academic and Professional Spaces
 - Holding Up the Mirror: Exploring Whiteness in Academic and Professional Spaces
 - Reimagining an Anti-Racist and Inclusive Oberlin College Community
- Career Development Center Junior Practicum:
 - The Junior Practicum included a month-long virtual Career Readiness and Skill-Building Summit for 300 students centered around three dimensions: 1) Career Readiness; 2) Diversity, Equity, and Inclusion; and 3) Investigating Alternatives to Complex Problems.
 - Workshops and panels explored the intersections between racial identity, systemic oppression, and workplace culture. Importantly, students reflected upon their own racial identities to envision more equitable and inclusive workplaces.
 - Identity-based spaces allowed students to meet based on their racial identities. BIPOC students discussed strategies for navigating and thriving within predominantly white professional spaces, while white students considered how to take an active role in dismantling racism and advancing racial equity. Furthermore, Oberlin alumni from a range of class years participated in panel discussions to share personal experiences and perspectives on racial equity and inclusion in the workplace. Discussion topics included mentorship, workplace culture and norms, and bringing your authentic self to work. The following affinity group panels were offered during the summit:
 - Black Students & Alumni Affinity Space
 - Navigating the Workplace as a Person of Color
 - LGBTQIA+ Inclusion in the Workplace
 - Allyship & Advocacy in the Workplace
- Career Development Center Senior Launch:
 - Over 200 graduating seniors participated in the six-week Senior Launch program in 2021. Among the workshops:
 - Inclusive Professionalism: Deep Dive for the BIPOC Community. This session was provided to support students who identify as Black, Indigenous, and/or a Person of Color. Students identified strategies to help them navigate predominantly white workplaces in the future.
 - Additionally, four affinity group discussions were offered for students to gain perspectives from alumni about their personal experiences and perspectives on racial equity and inclusion in the workplace.
 - Black Alumni and Students
 - Navigating the Workplace as a Person of Color
 - International Alumni and Students
 - Allies and Advocates in the Workplace
- MLK Fund
 - During the 2020-21 academic year, 11 students were awarded the Dr. Martin Luther King Jr. Internship award presented to Pell-eligible students pursuing opportunities to experience professional, career, and potentially life changing advancement through an internship.

- Roots in STEM Speaker Series
 - The Roots in STEM Research series features scientists from diverse backgrounds (industry, non-profit, government, etc.) conducting research in academia. This series allows students to learn about the latest groundbreaking research from experts in their fields and provide role models to underrepresented students.
- STRONG Program
 - The STRONG program (Science and Technology Research Opportunities for a New Generation) represents Oberlin's commitment to increasing the diversity of the STEM workforce. The STRONG program supports talented students from underrepresented backgrounds with a clear dedication to STEM. STRONG scholars participate in a specialized first-year experience designed to help them adapt to college and thrive in their STEM journey at Oberlin and beyond.
- Mellon Mays Undergraduate Fellowship
 - The fundamental objective of the Mellon Mays Undergraduate Fellowship (MMUF) is to address, over time, the problem of underrepresentation in the academy at the level of college and university faculties. Oberlin supported a total of nine MMUF fellows during the 2020-21 academic year.

ADVANCEMENT

- The Parent and Family Giving Program highlighted the PI during the 2020-21 Engaged Learning Day as part of the Oberlin Family Fellows program. President Ambar and the PI chairs conducted an interactive Zoom session focused on how alumni and parents can support DEI work. This was followed by a talk by StudiOC faculty that explored the cultural dynamics and racial and environmental disparities in public health.
- The Conservatory Audition Travel Fund established in 2021 provides financial assistance for prospective music students who would not otherwise be able to travel to Oberlin for auditions or other activities related to their application for admission to Oberlin Conservatory.
- Began FY21 with approximately \$50,000 in endowment support of the Africana Studies Department. During FY21, donors committed over \$290,000 in new gifts and pledges to bring the total to \$340,337 (\$256,952 received and \$83,385 remaining in outstanding pledges).
- Donors created seven funds totaling more than \$830,000 for purposes such as endowments, research funds, support of the PI, and general DEI support.
- Alumni engagement activities included several OA4 events and gatherings of other groups focused on DEI.
- Alumni Leadership Council hosted Bill Quillen and Meredith Gadsby for Presidential Initiative conversation.

ADMISSIONS

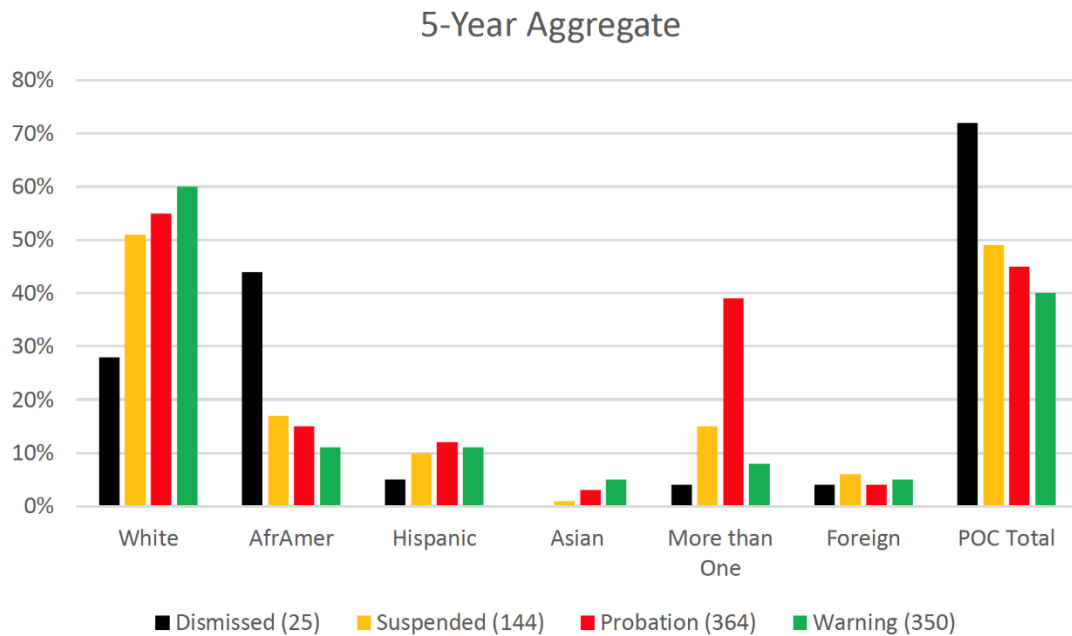
Student Support

- Hosted several events with programming focused on prospective students of color. These events included:
 - Recruiting panels with the Black Student Athlete Group.
 - A virtual Multicultural Visit Program (vMVP).
 - An All Roads: Creating your Space: Navigating Oberlin as a First Generation/ High Financial Need Student.
 - A STRONG selection/ information session for students of color who have shown interest in STEM and research.
 - Organized identity-based housing virtual tours.
 - Held a virtual gathering for Posse students.

APPENDICES

APPENDIX A: SELF-REPORTED RACIAL CATEGORIES OF STUDENTS WITH ACADEMIC STANDING ACTIONS FALL 2012-SPRING 2017, PREPARED BY ASSOCIATE DEAN FOR ACADEMIC STANDING LAURA HERRON

This aggregate chart shows opposite trends for white and POC students impacted by academic standing actions. The actions are ordered from most serious (black) to least serious (green). POC students are disproportionately impacted by the most serious academic standing actions.



APPENDIX B: CD COURSES TAKEN AT OBERLIN FOR BA AND DD STUDENTS ENTERING AND GRADUATING BETWEEN FALL 2013 AND DECEMBER 2020.

Total students: 2350 (includes 92 BA/BM)

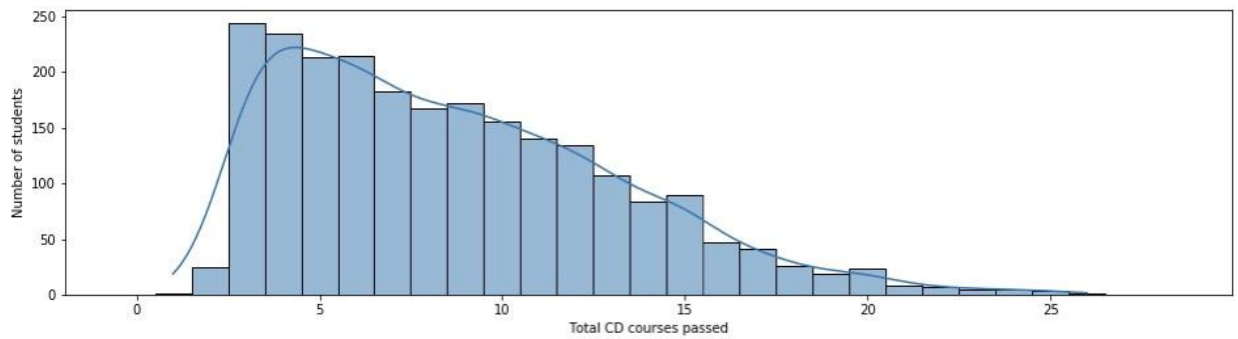
Total CD courses attempted: 20711

Total CD courses passed: 20273 (97.9%)

Average CD courses passed per student: 8.62

Total CD courses represented: 332 (many offered multiple times)

Note: CD credit achieved through study-away programs are not reflected in this data.



APPENDIX C: RECOMMENDATIONS FOR DEVELOPMENT OF THE CENTER FOR RACE, EQUITY, AND INCLUSION

Implement Center over three years.

YEAR 1:

- Create an institutional committee to assist the CoRE.
- Dissolve the current Cultural Diversity Committee and revise the description of the Equity and Diversity Committee. Current description: “Strengthen and improve Oberlin's legislated commitment to promoting equity and diversity and foster richer and more meaningful patterns of cooperation and understanding between and among members of various communities within and outside Oberlin. Assist with the implementation of Oberlin's Policy on Discrimination and Harassment.”
- Form a new Equity and Diversity committee to do the following work:
- Maintain the data gathering and data interpretation initiated by the Presidential Initiative.
- Oversee the revised cultural diversity requirement.
- Hire a director.
- Identify space for the center.
- Offer a new course prefix through the center that allows (1) current and new courses that are doing work within the center’s mission to be cross-listed and (2) the center to offer credit-bearing learning opportunities.
- Inaugurate a paid student fellows program to engage in quantitative and qualitative research, organize and serve on panels, and lead social justice student initiatives.
- Start to build relationships with city and regional organizations that are working on issues of race and equity. For example, the topic of problematic community policing could lead to partnerships with the Social Justice Institute at Cleveland State University, The Tamir Rice Foundation, El Centro, and others. These relationships could become involved with future community-based learning opportunities and internships.

YEAR 2:

- Immediately begin laying groundwork for career development opportunities supporting Black and POC students in line with the mission of the Presidential Initiative.
- Coordinate co-curricular programming with the Division of Student Life and academic departments.
- Inaugurate a post-doc fellows program for scholars engaged in addressing issues in line with the mission of the Presidential Initiative. These fellows demonstrate excellence in their field and also a commitment to outreach and addressing racial injustice and racial diversity. Cohorts would stay for two years, gaining valuable teaching experience and continuing to work on their research and or creative work with mentorship from the Oberlin faculty. We hope that this cohort of fellows would foster a dynamic atmosphere for the center, each other and inspire our students. The teaching experience that the fellows would gain here at Oberlin would give them an advantage in their subsequent job applications. Oberlin would also have an opportunity to assess the fellows’ potential for future vacancies that Oberlin may have. The choice of fellowship areas could possibly be informed by expected faculty retirements. The fellows could possibly form clusters to explore an issue from different perspectives, bringing an interdisciplinary focus to their work.

YEAR 3:

- Offer curricular and co-curricular opportunities for students.
- Launch the first cohort of fellows. Publish first bi-annual report (including Oberlin's own efforts) regarding race and equity work and research completed at the center.

NOTE: An alternative version of the CoRE could take on work currently designated for the Lemle Teaching Center. If that is the course taken, the above proposal is not sustainable because the work of CoRE will be too broad.

APPENDIX D: PERSONNEL SUBCOMMITTEE: HIRING, RETENTION, AND PROMOTION

Recommended Standards for Assessing the Policies, Practices, and Successes of Diversity, Equity, and Inclusion in Personnel Hiring and Business Practices at Oberlin College

I. Oberlin's Commitment to Diversity, Equity, and Inclusion (DEI)

The senior leadership of Oberlin College (President Ambar, Deans David Kamitsuka and Bill Quillen, senior officials), Board of Trustees, General Faculty Council (GFC), College Faculty Council (CFC), as well as those managing the organization) have demonstrated their commitment to DEI by approving and implementing standards that inform how Oberlin fosters diversity, equity, and inclusion (DEI) in its employment, students and business.

Standards:

- A strategic plan for recruiting, hiring, retaining, and promoting a diverse faculty in all academic departments and programs.
- A DEI policy that is approved and supported by senior leadership and the board of trustees.
- Chairs of departments, programs, division directors, directors of offices, etc. will be encouraged to provide annual progress reports to the senior leadership, which will subsequently share with the board of trustees on policies, practices, and successes made in efforts to foster DEI at Oberlin College.
- Oberlin conducts regular training and provides educational opportunities on equal employment opportunity and on DEI.
- Oberlin has a senior level official with knowledge of and experience DEI policies and practices, who oversees and directs Oberlin's DEI efforts. The senior level official will be dedicated to resources that support DEI strategies and initiatives at Oberlin College, serve in an ex-officio role on the divisional faculty councils (CFC) and GFC for discussions and matters related to personnel searches, admissions and athletics committees, etc. Additionally, the senior level official will work with the dean of Arts & Sciences and/or Conservatory of Music to evaluate DEI reports submitted by chairs of departments, programs, and offices. Importantly the senior level official will assemble a college wide DEI committee that will meet with departments, programs, offices, etc. before a faculty or staff search is conducted and during the search process.
- Oberlin College has taken proactive steps to update the job description language to foster inclusion of a diverse pool of candidates, including underrepresented groups, in its hiring, recruiting, retention, and promotion, as well as in its selection of senior leadership positions. It is worth noting that updated job description language places appropriate emphasis on pedagogy, involvement of undergraduate students in faculty led research programs, and experiential learning opportunities at Oberlin College.

II. Employment and Workforce Profiles

Ensuring DEI through employment practices at Oberlin will foster the fair inclusion of underrepresented groups in the workforce at Oberlin College. These can be achieved via the following objectives:

- strategically recruiting individuals from diverse backgrounds, updating job descriptions as required by applicable laws
- effectively publicizing employment opportunities in advance (if possible),
- creating relationships with minorities, underrepresented, professional organizations and educational institutions,
- creating a culture that values the contribution of all employees, and
- encouraging an emphasis on the aforementioned objectives when evaluating the performance of faculty and staff.

Practices and Policies:

Oberlin implements policies and practices related to promoting DEI in hiring, promotion, and contracting in a manner that complies with all applicable laws.

- Oberlin ensures equal employment opportunities for all employees and applicants for employment and does not engage in unlawful employment discrimination based on race, ethnicity, religion, color, national origin, sex, gender identity, sexual orientation, disability, age, veteran’s status, genetic information, and/or other protected status or characteristics as specified by applicable laws.
- Oberlin develops and implements policies and practices that create diverse applicant pools for both internal and external opportunities, including
 - Outreach to historically marginalized communities and organizations;
 - Outreach to educational institutions serving significant minorities, underrepresented, Pell-eligible student populations (for example Lorain County Community College);
 - Participation in meetings, conferences, workshops, and other events, including [ABRCMS](#), [SACNAS](#), Consortium for Faculty Diversity (CFD), [NCFDD](#), [Black in Neuro](#), [Black in Microbiology](#), [Neuroscience Scholars Program](#), [BRAINS](#), etc. to attract underrepresented groups and to inform them of employment and promotion opportunities.
- Oberlin utilizes both qualitative and quantitative measurements to assess its DEI efforts (personnel, students, admissions, etc.). Additional efforts may be reflected through applicant (student and personnel) tracking, hiring, promotions, separations (voluntary and involuntary), career development, and retention across all levels (administrators, A&PS, staff, faculty). Additionally, the use of metrics to track and measure the diversity and inclusiveness of Oberlin College students and workforce (e.g., race, religion, color, national origin, gender, gender identity, sexual orientation, disability, age, etc.) will be informative.
- **Oberlin College considers using non-punitive measures with faculty and staff (including chairs of departments and programs, division directors, directors of offices, and senior leadership) to underscore the importance of diversity, equity, and inclusion efforts.** A campus-wide campaign for fostering DEI efforts at the workforce could be achieved with careful planning and resources.

III. Business Practices—Contract and Supplier Diversity and Inclusion

Oberlin’s recognition, understanding, and discussion of the importance of fair opportunity for minority and underrepresented-owned businesses to compete for procurement of business goods and services at Oberlin will be necessary in achieving the college’s long-term goals on diversity, equity, and inclusion.

Practices and Policies:

Oberlin will develop a contract and supplier diversity policy and practices for fair opportunity for minority and underrepresented businesses. Oberlin will develop metrics and methods to evaluate its supplier and contract diversity. For example, in annual procurement spending; the percentage of contract dollars awarded to minority-owned and underrepresented-owned business contractors by national origin, gender, gender identity, sexual orientation, disability, age; percentage of contracts with minority owned and underrepresented-owned business subcontractors; and percentage of suppliers that employ minorities and underrepresented people.

- Oberlin will implement practices to promote a diverse supplier pool. This may be achieved through the following:
 - Participation in conferences, workshops, local chapter business fairs, etc. to attract minority-owned and underrepresented-owned firms and inform them of contracting opportunities.
 - Publicizing procurement opportunities in advance to minority-owned and underrepresented-owned contractors, suppliers, and representative organizations.
 - Outreach to minority-owned and underrepresented-owned contractors, suppliers, and representative organizations.

IV. Transparency and Publicity

Oberlin will provide greater awareness and publicize information about its DEI efforts through the Oberlin College website, departmental/program/division offices websites, evaluation forms for tenured and non-tenure track teaching faculty and staff, and in its annual reports to alumni and board of trustees. **The rationale to publicize Oberlin’s commitment to DEI, its plans for achieving DEI, and the metrics it uses to measure success in student’s**

recruitment, retention, and graduation, as well as workplace (faculty and staff recruitment and retention) and supplier and contract diversity, is to inform a broad constituency of prospective students and their families, students, current employees, prospective employees, contractors and suppliers, and the general community about its efforts.

With creative and effective approaches, the publication of the above information will make Oberlin College *the hub for academic excellence, undergraduate research and experiential learning for underrepresented groups among the liberal arts colleges, a leader in recruiting, mentoring and promoting minorities and underrepresented faculty and staff, and a trusted partner of minority-owned and underrepresented-owned contractors, suppliers, and representative organizations.*

Practices and Policies for Transparency and Publicity:

- Oberlin will develop and implement a DEI strategic plan for transparency and publicity.
- Oberlin will develop and implement a policy on its commitment to diversity and inclusion.
- Oberlin will showcase its progress and accomplishments toward achieving DEI in its workforce and procurement activities.
- Oberlin will highlight opportunities available at the institution that promote diversity and inclusion. For example:
 - Breakdown of current employment and procurement opportunities
 - Forecasts of potential employment and procurement opportunities
 - Availability and use of mentorship and professional developmental programs for employees and contractors.

V. Oberlin's Assessment of DEI Policies and Practices

Oberlin College will be able to pride itself on developing and implementing successful DEI policies and practices if the college allocates resources and time to monitor and evaluate performance under its DEI policies and practices on an ongoing basis.

Practices

- Oberlin will use the suggested standards to conduct self-assessments of its DEI policies and practices annually.
- Oberlin will monitor and evaluate its performance under its DEI policies and practices as it evolves.
- Oberlin will publish information pertaining to its efforts with respect to the standards of fostering DEI.

Recruitment Practices for Hiring and Promotion of Personnel

1. **Establish Oberlin College and Conservatory DEI brand on institution's website and social media platform**

Approaches:

- Diversity Commitment, Vision & Statement
- Diversity Charter
- Diversity images
- Demographics stats
- Testimonials/ videos interviewing minority employees from all levels
- Any diversity award/public recognition of Oberlin's D&I efforts

2. Partnership with Multicultural Professional Associations

The objective of establishing a partnership with multicultural professional associations is to help Oberlin to cast a broad net to find diverse candidates and ensure that Oberlin's diverse talent pipeline is always full.

Oberlin can build a brand in national and regional diversity professional associations and student groups organized around specific minority groups. This can be achieved via strategic sponsorship, thought leadership, and events. For example, NCFDD, Black in Neuro, Women in Computer Science, Alumni working with underrepresented groups or underrepresented minority alumni, etc.

3. Engage in Philanthropic Activities that Supports DEI Efforts

Oberlin can build its diversity brand and attract diverse and talented candidates with educational and community partnerships to help encourage Black, Latinx, women, and other underrepresented groups to consider careers in academia, increase diversity in their talent pool, and reinforce Oberlin's branding in diverse communities.

4. Develop and use clear, measurable DEI recruiting metrics to monitor Oberlin's DEI efforts

For example:

- What is the percentage of diverse candidates at each recruiting (Zoom interviews, campus visit) stage?
- What is the percentage of job offers extended to diverse candidates?
- What is the turnover rate of diversity hires within a year?
- What is the percentage of minorities and underrepresented groups at different levels at Oberlin?
- Average diverse applicants' satisfaction rate (develop a survey)
- Employee satisfaction score in terms of D&I (Average supervisor, department, program, etc.) satisfaction score (develop a survey) after hiring an applicant.
- Retention rate among minority, underrepresented, and employee groups
- Awards/ recognitions from special interest and advocacy groups for your D&I efforts.

5. Diversity search consultants for all tenure-track searches.

- Consultants will meet with the search committee before, during, and after the search is completed.

6. Use of college approved set of questions that addresses DEI efforts during interviews (Zoom, phone, and on campus)

For example:

- A. Can you tell us about a time where you had to overcome societal constructs regarding your identity in order to reach a goal?
 - "What was the most valuable lesson you received from that experience?"
 - "How did those around you respond to your efforts?"
- B. "Please share with us a time when you were a part of an event, meeting, or setting where there was diverse representation in thought and culture."
 - How did you contribute?
 - What did you take away and apply?"
- C. *Technical:* Have you mapped out a plan for DEI training going forward to further your career?
 - What resources do you feel you may need?"

- D. *Technical:* Explain what framework you have used, are using, or plan to use to confront inequities in your workplace?
 - How did you construct that framework?
 - How do you measure its success?
- E. What privileges have afforded you the opportunity to apply for this position and how does that influence your outlook on the value of diversity, equity, and inclusion efforts in the workplace?
- F. What are some specific things you want to do in the next year to further your development in diversity, equity, and inclusion work?
- G. *Scenario:* You have been asked to be a part of a panel on the topic of diversity and inclusion, but you notice that the panel is anything but diverse in appearance, yet it was diverse in thought. At the end of the discussion the facilitator asks for your feedback. What is your response?
- H. *Scenario:* An employee of yours has expressed concern about an event that is taking place on campus. The event is offensive to many groups, and your employee does not feel safe coming to work that day. What would be your response and or action taken?
- I. How have you committed yourself to understanding and aiding in the pursuit of diversity, equity, and inclusion in your professional and or personal life?
- J. What steps have you taken to mitigate your biases in the academic journey and workplace?"
- K. *Scenario:* You are in a departmental meeting/training where a co-worker communicates that they feel targeted by the facilitator's micro-aggressions. They express that they feel they need to communicate this to the facilitator after everyone else has left. They seem uneasy and very much affected. What is your response?

7. Faculty and Professional Staff Search Protocol

- **Job posting, ad message, and required information**
 - Departments/programs/offices may want to consider circulating a job ad in advance (ideally at least 3 months) through colleagues, friends, advisors, and programs that support underrepresented groups. Alternatively, faculty and staff may recruit their colleagues from other firms or institutions to help support their teaching and performance duties while they are on sabbatical. This approach will avoid disruption in the curriculum and promote continuity in faculty pedagogical goals while they are on sabbatical in some divisions.
 - **Encourage open position descriptions**
 - **Extended search**
 - High quality, diverse pool of applicants
 - Extending the search if the candidate pool is not good and diverse
 - Institutional commitment to provide department/program/office with the position if the job search is extended
8. **Composition of the search committee**
- Establish and implement a DEI advisory committee that will meet with candidates and help recruit them to Oberlin.
 - Design and interview process which is mindful of diversity amongst interactions with candidates.
9. **Establishment of guidelines for faculty to review applicants**
10. **How does a search committee prevent implicit bias in the applicant review and interview processes?**

DEI Recruitment and Retention Plan for Faculty

Objective: to create a pipeline to recruit, retain, mentor, and promote qualified, outstanding, and diverse candidates.

I. Pre-doctoral / early career candidates in the humanities, social sciences, and conservatory

II. Post-doctoral candidates in STEM (Science Technology Engineering and Math)

- 3-year VAP guarantee with an established tenure-track line
- Recruit early post-docs for tenure-track positions

Approaches:

Pipeline for STEM - Recruit early career postdocs from programs (see below) dedicated to enhancing diversity in STEM and Oberlin College.

The NIH Blueprint Diversity Specialized Predoctoral to Postdoctoral Advancement in Neuroscience (**D-SPAN**) Award, which supports a defined pathway across career stages for outstanding graduate students who are from diverse backgrounds underrepresented in neuroscience research. This two-phase award facilitates completion of the doctoral dissertation and transition of talented graduate students to strong neuroscience research postdoctoral positions and provides career development opportunities relevant to their long-term career goal of becoming independent neuroscience researchers.

Fellowships in Research and Science Teaching (**FIRST**) is the largest and longest continuously running biomedical postdoctoral training program in the US supported by the National Institute of General Medical Sciences. The program is an historic collaboration between Emory University and the Atlanta University Center—Spelman, Morehouse, Clark Atlanta, and the Morehouse School of Medicine. Now in its 20th year, FIRST has nearly 200 current and alumni fellows, virtually all of whom have careers in science. Half of FIRST fellows is African American and more than 70 percent are women. The FIRST program therefore places its fellows in science positions at 25 times the national average for African Americans and 2 times the average for women.

SREB Scholar Directory - The Scholar Directory is a database that showcases more than 1,000 accomplished doctoral scholars and successful PhD recipients who are committed to pursuing careers in the professoriate. The database offers faculty and research recruiters an economical way to reach a diverse group of people. It includes access to vitae, profiles, research and scholarship areas, as well as other information for all doctoral scholars and PhD recipients who have attended the Institute on Teaching and Mentoring, the largest gathering of minority PhDs and PhD candidates in the nation.

The Consortium for Faculty Diversity (**CFD**) is committed to increasing the diversity of students, faculty members and curricular offerings at liberal arts colleges with a particular focus on enhancing the diversity of faculty members and of applicants for faculty positions.

Data on PhD pools - Demographic Information from NSF: <https://nces.nsf.gov/pubs/nsf20301/data-tables/#group3>

Retention Best Practices:

- Community support model (e.g., YB).
- Monthly/twice a semester social event hosted by the college for faculty and staff (e.g., Eric Estes' social get-togethers)
- Effective mentor-mentee pairing

Rubric for Assessing Personnel’s Awareness, Experience, and Plans to Advance DEI Efforts at Oberlin College

Awareness/Understanding of DEI	
Weak (1-2)	<ul style="list-style-type: none"> • Uses vague terms to describe DEI without indicating an awareness or understanding of challenges minorities, women, and underrepresented individuals in higher education face and the factors influencing underrepresentation of particular groups in academia and the workforce. • No indication of efforts to educate self about DEI topics in higher education. • Discounts the importance of DEI. • Unaware of demographic data about DEI in specific disciplines or in higher education. • Uncomfortable discussing DEI-related issues.
Average (3)	<ul style="list-style-type: none"> • Demonstrates some qualities consistent with weak and strong characteristics.
Strong (4-5)	<ul style="list-style-type: none"> • Understands and is knowledgeable of DEI from either personal experience or education about the experiences of those with identities different from one’s own. • Sophisticated understanding of differences stemming from ethnic, socioeconomic, racial, gender, gender identity, disability, sexual orientation, and cultural backgrounds and the obstacles people from these backgrounds face in higher education and the workforce. • Familiar with demographic data relevant in higher education and workforce. • Provides examples of programs to address climate or underrepresentation. • Understands challenges experienced by minorities, women, and underrepresented individuals in higher education. • Addresses why it’s important for faculty to contribute to meeting the above challenges.
Experience Promoting DEI	
Weak (1-2)	<ul style="list-style-type: none"> • Limited experience or plans for advancing DEI in the classroom, service activities and through research. • Descriptions of efforts are brief or vague. • May have attended a workshop or read books, but no interest in participating in efforts to enhance a welcoming climate for all. • Only mentions activities that are already the expectation of faculty as evidence of commitment and involvement. For example, "I always invite and welcome students from all backgrounds to participate in my research lab,

	<p>and in fact have mentored several women." Mentoring women scientists may be an important part of an established track record but it would be less significant if it were one of the only activities undertaken and it wasn't clear that the candidate actively conducted outreach to encourage women to join their research program.</p>
<p>Average (3)</p>	<ul style="list-style-type: none"> ● Shows aspects of weak and strong characteristics. May have attended several activities (conferences, student organizations, talks). ● Shows commitment to addressing diversity, equity, inclusion through research, teaching or service but not through all three categories. ● May have participated extensively in a single activity. Less clear that there is an established track record. ● Participation in only one area such as their research to the exclusion of teaching and service. ● In describing mentoring of underrepresented students, the candidate mentions specific strategies used for effective mentoring, or awareness of the barriers underrepresented students face and how to incorporate the ideas into their mentoring. ● Membership in a student or professional organization that supports underrepresented individuals.

Strong (4-5)

- Significant direct experience advancing DEI through research, service and teaching. Examples may include advising an organization supporting underrepresented individuals; addressing attendees at a workshop promoting diversity and inclusion; creating and implementing strategies and/or pedagogy to encourage a respectful class environment for minorities, women and underrepresented students; serving on relevant university committee on diversity and inclusion; research on minorities, women and underrepresented communities; active involvement in professional or scientific organization aimed at addressing needs of underrepresented students, faculty and staff.
- Track record spans career stages and provides examples as undergraduate or graduate students and in faculty or staff positions.
- Describes multiple activities in depth, with detailed information about both their role in the activities and the outcomes. Activities may span research, teaching and service, and could include applying their research skills or expertise to investigating DEI.
- Consistent track record that spans multiple years. For example, applicants for assistant professor positions can describe activities undertaken or participated in as an undergraduate, graduate student and postdoctoral scholar.
- Roles taken were significant and appropriate for the career stage. For example, a candidate who is already an assistant professor may have developed and tested pedagogy for an inclusive classroom and learning environment. Another example may be a current graduate student may have volunteered for an extended period of time for an organization or group that seeks to increase the representation of underrepresented groups in a specific discipline.
- Organized or spoken at workshops or other events (depending on career stage) aimed at increasing others' understanding of DEI as one aspect of their track.
- Served as a leader in a student or professional organization that supports underrepresented individuals.

Plans to Advance DEI at Oberlin College

<p>Weak (1-2)</p>	<ul style="list-style-type: none"> ● Unclear or vague statements of what unique efforts candidates would undertake at Oberlin College. May even feel doing so would be the responsibility of someone else. Merely says or implies they would do what is asked, if hired. ● May have participated peripherally in efforts promoting DEI. ● Describes only activities that are already the expectation of our faculty such as mentoring, treating all students the same regardless of background, etc. ● States they would be happy to "help out" but seems to expect the college or department to invite or assign them activities.
<p>Average (3)</p>	<ul style="list-style-type: none"> ● Plans are vague without mentioning objectives, expected outcomes, specific tasks. ● Mentions plans or ideas but more is expected for their career stage. ● Plans or ideas lacking in detail or clear purpose. For example, if outreach is proposed, who is the specific target, what is the type of engagement, and what are the expected outcomes? What are the specific roles and responsibilities of the faculty member?
<p>Strong (4-5)</p>	<ul style="list-style-type: none"> ● Details plans to promote DEI through research, service and teaching at Oberlin College and within their department and/or campus-wide efforts. ● Clear and detailed ideas for what existing programs they would get involved with and what new ideas they have for advancing DEI at Oberlin and within their field, through their research, teaching, and/or service. ● Level of proposed involvement commensurate with career level: <ul style="list-style-type: none"> - A new assistant professor may plan to undertake one major activity within the department over the first couple of years, conduct outreach to hire a diverse group of students to work in their lab, seek to mentor several minorities, women, and underrepresented students, and co-chair a subcommittee or lead a workshop for a national conference. - A new tenured faculty member would be expected to have more department, campus-wide, and national impact, including leadership. ● Intends to be a strong advocate for DEI within the department/college/Oberlin community and also their field. ● Addresses multiple areas of need such as the classroom climate, the laboratory, conferences, etc. ● References ongoing efforts at Oberlin College and ways or how additional or new activities would advance or improve and modify DEI.

References
Office of faculty development and diversity at Cornell University
University of Washington Human Resources

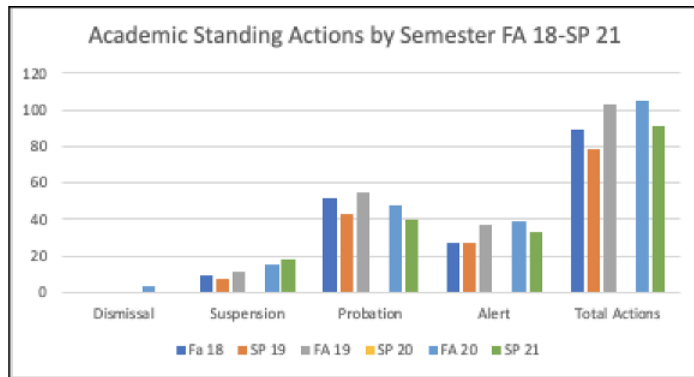
APPENDIX E: ACADEMIC STANDING REPORT SPRING 2021

Overall Trends

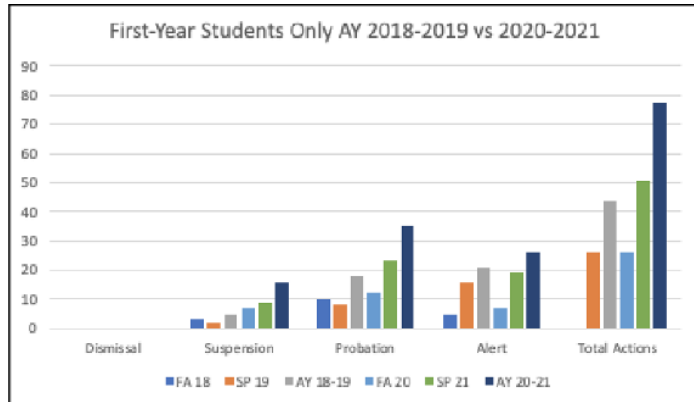
The semester total of academic standing actions did not change dramatically between fall 2020 and spring 2021. However, the year-to-date total of actions for 2020-21 is already 15% higher than the total for the entire 2018-19 academic year, which was the last pre-pandemic year.

Based on this change, and with the summer 2021 number still to be determined, it is projected that, compared to our recent experience, there will be at least a 15% increase in students requiring advising interventions in fall 2021.

The students of greatest concern are those who matriculated in fall 2020. The 2020-21 first-year class has experienced academic standing sanctions at a rate 57% higher than the 2018-19 first-year class, rising from 44 to 77 students. The greatest increases have been in suspensions (+11) and probations (+17). With at least three years remaining until degree completion, these students will require careful monitoring in order to avoid additional serious sanctions. It is recommended that the college emphasize outreach to this class, in particular, for proactive advising.



First-year students who were suspended reported academic challenges that were caused directly by the pandemic as well as many that were aggravated by pandemic learning conditions. Those issues caused directly included depression and alienation brought on by isolation and grief as well as difficulty adjusting to remote learning. Many students felt that the lack of in-person interaction with faculty negatively impacted advising relationships. Prior challenges that were aggravated included ADD, neuroatypical learning requirements, and executive functioning issues. The problems that our students have reported are in line with those reported by college students nationally. (See [OneClass national survey report, December 2020](#))



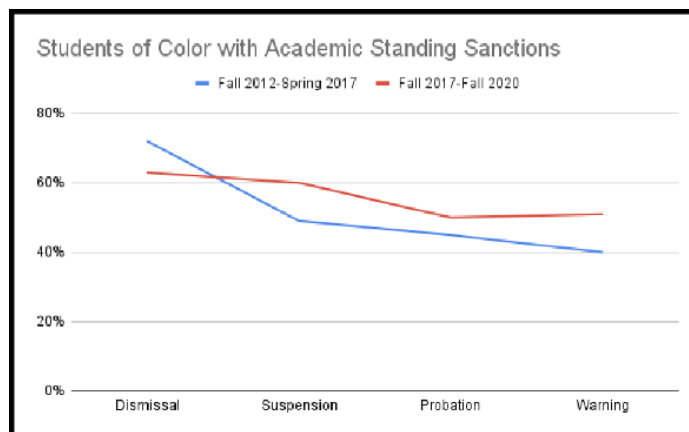
Academic Standing Actions by Semester Fall 2018-Spring 2021					
	Dismissal	Suspension	Probation	Alert	Total Actions
Fa 18	1	9	52	27	89
SP 19	1	7	43	27	78
FA 19	0	11	55	37	103
SP 20	0	0	0	0	0
FA 20	3	15	48	39	105
SP 21	0	18	40	33	91

First Year Students Only					
	Dismissal	Suspension	Probation	Alert	Total Actions
FA 18	0	3	10	5	
SP 19	0	2	8	16	26
AY 18-19	0	5	18	21	44
FA 20	0	7	12	7	26
SP 21	0	9	23	19	51
AY 20-21	0	16	35	26	77

Overrepresentation of Students of Color

I submitted a report on the overrepresentation of students of color in the academic standing system during the previous five academic years. That study showed that, in aggregate, students of color accounted for 72% of dismissals, 49% of suspensions, 45% of probations, and 40% of warnings. The greatest discrepancy was in the representation of dismissed students, of whom 45% identified as African American. Following fall semester 2020,

I analyzed the semesters since the 2017 report (See data below). During the last three years, in aggregate, students of color accounted for 63% of dismissals, 60% of suspensions, 56% of probations, and 51% of warnings. While statistics have improved for students who identify as African American, overrepresentation has increased for international students, Asian American students, and students who identify as mutiracial.



Fall 2017-Fall 2020

	Dismissal (11)	Suspension (133)	Probation (205)	Alert/WA (248)
White	36.36%	43.61%	49.76%	41.94%
AfrAmer	27.27%	16.54%	12.20%	10.08%
Hispanic		8.27%	11.71%	11.29%
Asian	9.09%	6.02%	6.34%	9.27%
More than 1	18.18%	24.81%	16.59%	13.31%
Foreign	9.09%	4.51%	9.27%	7.66%
POC Total	63.64%	60.15%	56.10%	51.61%

Comparison of Processes with Peer Institutions

In general, Oberlin policies and procedures for academic standing, which the committee last reviewed in 2018, are comparable to those of our peer institutions. One of the few notable differences is that our minimum GPA is 1.67 while most of the Sweet Sixteen use a 2.0 GPA minimum as the benchmark for satisfactory academic progress because it conforms to the federal financial aid standard. Middlebury alone requires the higher standard of a 3.0 GPA every semester.

Most of our peers, like Oberlin, try to take a pedagogically-driven rather than a punitive approach to academic standing consequences. However, Grinnell and Hamilton do not allow students on academic probation to participate in extracurriculars or to study abroad. Hamilton also may withhold a graduating student’s degree for up to a year if their final semester GPA is below 2.0.

One change in policy that we may want to consider is requiring students to petition for readmission at the end of their period of suspension. Swarthmore, Wesleyan, and Middlebury reserve the right to deny readmission to suspended students who have not adequately demonstrated that they have resolved the issues that led to suspension.

A promising idea from Kenyon is the use of conditional enrollment for students on probation, including those who have just returned from suspension. Under our current system, students are advised to take corrective actions but there are no consequences if they do not. The only conditions that we enforce are the 1.67 cumulative GPA and passing 3.5 academic courses per semester.

APPENDIX F: ABUSUA, OBERLIN'S BLACK STUDENT UNION, DEMANDS UPDATED FEBRUARY 2021

Demands and Progress Forward

Demand #1

We DEMAND that Oberlin College institutionalize programming that is foundational to the Black cultural experience at Oberlin, many of which are long-standing traditions that positively impact the retention and graduation rates of Black students. We want this funding given directly to Africana Studies and the Afrikan Heritage House (A-House) in addition to what they already receive. These programs include the Black History Month (BHM) celebration; which serves as the official BHM celebration for Oberlin College (\$5000); Black Families commencement weekend activities, which include the dinner and ceremony (\$5000); and the Africana Welcome during orientation (\$1600).

Completed Work

Endowment funding has been established through the Shirley Graham Dubois Fund. The Office of Advancement is working on ensuring that this fund is robust and has already begun promotions. This fund does not offer support for Afrikan Heritage House annual programming.

In-progress Work

The Student Finance Committee is establishing a Racial Equity Fund. This fund would allow for clock funding for events and programming such as the ones listed in Demand #1, in addition to providing funding by the institution specifically for student organizations. A-House budget has increased to help cover annual programming such as Africana Welcome, Black Families, and part of BHM. The goal is to maintain this funding permanently.

Demand #2

We DEMAND control of the 1835 Fund and John Mercer Langston Fund be given to the Africana Studies Department. These funds are then to be administered by a committee selected by the Africana Studies Department.

Completed Work

The authors of both of the funds mentioned wrote the agreements in such a way that the funds are under the control of OA4 through an advisory committee which includes student life administrators such as the dean of arts and sciences and the dean of students. Work continues with OA4 and the Office of Advancement regarding these funds, and the reconstitution of the committee. The Africana Studies Department offers oversight regardless of staff or faculty turnover in collaboration with three OA4 members. Under the leadership of the donors, OA4 members on the committee can make recommendations and appoint to the committee. Working in partnership with advancement is important to ensure adherence to legal frameworks and limitations related to awardees. Legally, the funds are “race conscious,” not specific, and advancement is working to appropriately balance donor intent in a permissible race conscious intent.

Demand #3

We DEMAND three students be hired as program assistants for the Afrikan Heritage House. The responsibility to organize all community events has fallen on the A-House RAs for too long and is beyond

their job requirements. New paid positions should be created to fill this need, including an assistant to the faculty-in-residence.

In-Progress Work

Two program assistants were hired for fall 2020 and spring 2021 semesters. These hires were a one-year pilot, not yet renewable.

Demand #4

We DEMAND there be an option to donate to the Afrikan Heritage House and Africana Studies Department in all fundraising events, specifically in the All-In for Oberlin campaign.

Completed Work

The option to donate to A-House and the Africana Studies Department has been added to the giving website as options to direct funds. The Shirley Graham DuBois Fund has also been created. Work is underway to integrate direct giving to A-House and the Africana Studies Department with All in for Oberlin.

Demand #5

We DEMAND there be insurances and job security made for the current UAW employees, especially the ones that work in the Afrikan Heritage House.

Completed Work

This demand is no longer applicable to the current Oberlin College vendor structure.

Demand #6

We DEMAND \$5,000 to renovate the Afrikan Heritage House lounges with new furniture and technology and the house library with books considered fundamental to Africana Studies.

In-Progress Work

Candice Raynor, director and faculty-in-residence of A-House, met with Rebecca Vazquez-Skillings, vice president for finance and administration, which oversees human resources, to discuss renovations—many of which began in summer 2021. Follow-up will continue on the construction schedule and proposed data of completion.

Demand #7

We DEMAND an increase in custodial services in the Afrikan Heritage House. This is a necessary step towards compensating for the increase in foot traffic we have experienced since the closure of the dining hall in Dascomb as well as addressing the new health and safety concerns brought about by COVID-19.

Completed Work

Regular monitoring of A-House will take place to ensure cleanliness and adequate custodial services are being continually provided.

Demand #8

We DEMAND an increase in the number of meals served from the Afrikan Heritage House by adding lunch on weekdays and brunch on weekends.

Completed Work

Additional meal offerings are being piloted currently in A-House. The concept of a more robust meal program in A-House will be re-evaluated at the end of spring 2022.

Demand #9

We DEMAND COVID-19 tests are easily accessible to all students with quick results.

Completed Work

COVID-19 tests are easily accessible to all students, faculty, and staff on campus with options for both rapid antigen (results in 15-minutes) and PCR tests (results in approx. 72 hours).

Demand #10

We DEMAND a zero tolerance policy on racial insensitivity and a mandatory training on cultural diversity for faculty and staff, including union workers.

Completed Work

The vice president for finance and administration, alongside the Presidential Initiative, are working to require training and provide clarity on the institution's policies and ramifications for racial insensitivity in the classroom and on campus. Improvement in the training requirements and policies is underway.

Demand #11

We DEMAND that all students go through a mandatory training session on Diversity, Power, Privilege, and Combating Anti-Blackness during their orientation.

Completed Work

As of fall 2021 a Racial & Social Justice in Music module has been established and implemented as part of orientation for new conservatory students delivered through the ConPAL (Conservatory Peer Advising Leaders) framework.

In-Progress Work

Looking to the Peer Advising Leaders (PAL), Sophomore Opportunities and Academic Resources (SOAR), and Junior Practicum programs to attempt to address these issues. Further development is needed to reach all students in a cohesive manner. *(See Appendix G.)*

Demand #12

We DEMAND the hiring of a Chief Diversity Officer held by someone with the proper qualifications and past work experience, to hold faculty and staff accountable and enforce expectations on diversity and inclusion. The search committee for this position should heavily consider the input of Black students and the Africana Studies department.

In-Progress Work

In lieu of a chief diversity officer, the reorganization of the existing Equity and Diversity Committee will occur. One of the considerations of re-evaluating the position is to consider the bandwidth of one individual versus an office or committee, and to ensure institutional memory. The Equity and Diversity Committee will be largely populated by appointments with members of the senior leadership team, faculty, students, and staff with experience in implementing relevant initiatives. Members will have leadership roles that imbue them with the authority to oversee implementation as recommended by the Presidential Initiative. In addition, the Center for Racial Equity, Diversity, and Inclusion is being launched to ensure the resources needed to support this work are available and successful.

Demand #13

We DEMAND free, full psychological evaluations available to students. The mental and emotional wellbeing of Black people in the world has been ignored for too long. Black children are alarmingly under-diagnosed for mental illnesses and learning disabilities. Oberlin previously offered students free full psychological evaluations, which we demand be reinstated.

Completed Work

Oberlin has made available free, full psychological evaluations available to all students. The Counseling Center has also made a commitment to staff itself to ensuring that employees of color are on staff and available to students.

Demand #14

We DEMAND that the position of Director of the Afrikan Heritage House be made a permanent tenure track faculty position in Africana Studies.

In-Progress Work

The Africana Studies Department is in conversation about a full time director and lecturer position with an increased salary, renewable in three-year contracts. Per ABUSUA, they have decided to update this demand and stand in agreement with the Africana Studies Department in petitioning for the director of Afrikan Heritage House to be made a full time lecturer position.

Demand #15

We DEMAND that the Dean of Students, Director of Equity, Diversity, and Inclusion, Program Housing Area Coordinator, and the Director of the Multicultural Resource Center be required to meet with the ABUSUA board on a monthly basis as well as having an ABUSUA board member present in all Student Life Division meetings to give input on how their decisions are affecting Black students.

Completed Work

Black Student Leaders Meetings were held monthly in spring and summer 2021. However, due to staff changes, meetings have ceased in this manner.

Demand #16

We DEMAND three reserved parking spaces outside of Lord-Saunders be assigned to student leaders in the Africana community as decided by the Director and Faculty in Residence. Students often run errands and

pick up supplies for Africana community events. Dedicated parking spaces should be provided at Lord-Saunders so we are better able to access our community center.

Completed Work

This demand has been addressed within the institution's policies to the extent possible. For equity reasons, parking spaces cannot be assigned to residents, but changes were implemented to address the issues allowing students parking access when supporting programs.

Demand #17

We DEMAND that all students be required to take a class in the Africana Studies Department in order to fulfill their cultural diversity requirement. Conservatory students must be required to take a course focusing on Black music or the history of Black music.

In-Progress Work

Implementing this demand is being discussed with the Africana Studies Department. The department would prefer this labor be shared throughout the institution, not solely on their shoulders, to prevent an undue burden for their faculty members to service the entire student body. They would like to see the work shared amongst a variety of departments. Additionally, the department is thinking through a course on anti-Blackness/anti-Racism that could potentially be based in the new center.

Demand #18

We DEMAND the Jazz Department have a tenure track position for a professor to teach Introduction to African American Music and related courses.

Completed Work

The conservatory has a pending hire of an assistant professor of African American and African Diasporic music. Additionally, the conservatory has created a [new interdivisional Minor in African American Music](#) to be available in fall 2022, a new [James R. '58 and Susan Neumann Postdoctoral Fellowship in Jazz History](#), to expand offerings in jazz history, and through the revision of [music theory core curriculum](#), is decentering Western European art-music tradition.

Demand #19

We DEMAND mandatory specialized training for the athletics department on anti-Blackness and its history in sports.

In-Progress Work

Work still needs to take place to move towards specialized training for staff in the department. However, a fruitful collaboration between the department leadership and the Black Student Athlete Group has taken place. An increase in Black programming in the athletics department has occurred, specifically in collaboration with the Black Student Athlete Group (BSAG). BSAG is working with the department to create even more programs and increase the support of Black athletes by meeting monthly with leadership in Athletics. BSAG will continue to work with the department in regards to training for staff.

Demand #20

We DEMAND the conservatory include works by Black composers in all large ensemble concert programs.

Completed Work

In fall 2020 the conservatory began a completely revamped large-ensemble program with further improvements in fall 2021. The goal of the revisions was to dramatically expand the diversity of programming. For the 2020-21 academic year: 49% of all works performed (49 of 99) were by BIPOC composers; 78% of all works performed (77 of 99) were by living composers (these numbers exclude works by student composers).

Demand #21

We DEMAND that the Black building adjacent to Lord-Saunders be considered an extension of the Afrikan Heritage House. This building is to be repurposed, so that it can be used by the Africana Studies Department as an academic space as well as a place Black student organizations can meet uninterrupted and put on programming.

Completed Work

Evaluation of the building identified has been completed. The building as it is is not suitable to meet the needs indicated, as it is in ill repair.

In-Progress Work

Rebecca Vazquez-Skillings and Candice Raynor are exploring other locations to fulfill the needs in the short and long term. Identification of the programming needs is important to finding proper short and long term solutions.

APPENDIX G: REPORT ON PAL DEI PROGRAMMING, 2021-22

PAL Curriculum and Assessment

- Through PAL, all incoming arts and sciences and double degree students participated in the PAL-led session “Thriving in Diverse Communities” during New Student Orientation. In partnership with the Shared Art Program, the session used a work of art (*Grandma Ruby’s Refrigerator* by LaToya Ruby Frazier) as the foundation for a conversation about identity and social change.
 - 67.0% of students indicated that this session helped them better understand their own social identities and how these identities impact daily experiences. 69.2% indicated that this session helped them understand how they respond to moments of social change.
- 90.2% of new A&S and DD students found the PAL cohort experience important in making them feel welcomed and supported during their transition to Oberlin

PAL Training and Professional Development

- All PALs participated in a 2.5-hour workshop focusing on equity and inclusion in the classroom. The workshop took a “train the trainer” approach to navigating difficult conversations about identity with incoming college students and was facilitated by Toni Cross, Director of Equity, Inclusion, and Student Life and Ann Corlett Ford Chair in History at the Hathaway Brown School.
- Additional DEI-focused PAL training included:
 - A 2.5-hour workshop on the Shared Art Program and the “Thriving in Diverse Communities” session.
 - A one-hour workshop on equitable approaches to supporting student writing.
 - A 30-minute presentation on supporting international students.

Cultivate Compassion Initiative

- PAL has been a close partner on the Cultivate Compassion initiative, launching spring 2022. The mission is to be a “collaboration between the Student Senate Racial Equity Committee, the Office of Equity, Diversity and Inclusion, and the Office of the Dean of Students. Cultivate Compassion centers anti-racism while advocating for an Oberlin College and Conservatory community that is collectively invested in ensuring that all community members feel supported, safe, and seen. This initiative was founded on the belief that through practicing empathy and mutual respect, actively promoting and supporting community guidelines and standards, and creating opportunities for meaningful, organic connections, we can develop a transformational framework for ongoing dialogue and programming.”
- Beginning this fall, Cultivate Compassion will be a framework through which conversations about diversity, equity, and inclusion with new students can be facilitated.

Healing Democracy

- In spring and summer 2021, PALs served as discussion group leaders for the virtual Healing Democracy course offered to admitted and incoming students; in total, more than 400 students took the course, which focused on themes of identity and justice, and provided an introduction to DEI-focused conversations for a large percentage of the incoming class.
 - 85.8% of participating students indicated that, through the course, they gained confidence in their ability to dialogue across differences (identities, experiences, political perspectives).

The National Assessment of Collegiate Campus Climate (NACCC)

PRESIDENTIAL INITIATIVE ON

**RACIAL
EQUITY AND
DIVERSITY**

OBERLIN

COLLEGE & CONSERVATORY

THE NATIONAL ASSESSMENT OF COLLEGIATE CAMPUS CLIMATE (NACCC)

NACCC OVERVIEW

In 2000, Oberlin joined with other prominent institutions to establish the Liberal Arts College Racial Equity Leadership Alliance (LACRELA), which helps provide liberal arts colleges with additional tools to examine campus culture and to lead more effectively on issues of racial equity. One of these tools is the National Assessment of Collegiate Campus Climate (NACCC).

The NACCC includes three quantitative surveys about campus racial climate, including a student survey, staff survey, and faculty survey. LACRELA schools, including Oberlin, participate in these surveys on a rotational basis, so each survey is administered every three years. The surveys are based on more than a decade of campus climate study work at colleges and universities across the country, developed and administered by the University of Southern California Race and Equity Center.

The NACCC student survey was administered at Oberlin in Spring 2021. All undergraduate students were invited to participate, and 34.4% responded to the survey, more than a third of the student population. This first administration of the student survey gives Oberlin a baseline from which to understand how students experience the racial climate on our campus, and offers direction for improving the racial climate over time. By participating in the NACCC on an ongoing basis, Oberlin will be able to identify areas where strong progress is being made, and other areas where we may need to give more attention to improve campus climate.

FINDINGS

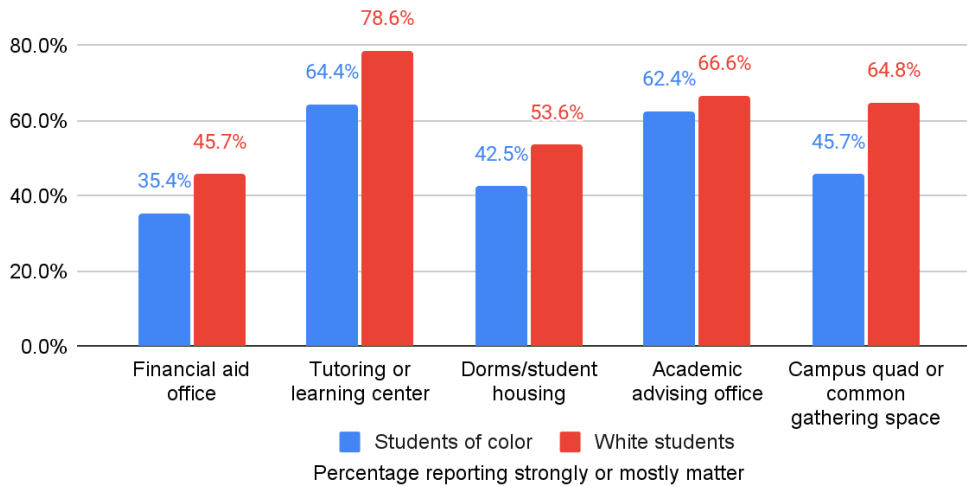
Overall, the NACCC student survey paints a picture of Oberlin as a place where students of color have a significantly different experience than white students across all areas covered by the survey. These findings are consistent with the Presidential Initiative committee report.

The NACCC breaks this information down into six areas covered by the survey: mattering and affirmation, cross-racial engagement, racial learning and literacy, encounters with racial stress, appraisals of institutional commitment, and impact of external environments. Selected data is included below in each of the six areas covered by the survey to give a general overview of the differential experiences of white students and students of color on Oberlin's campus. Data has been aggregated into the larger groupings of students of color and white students in an effort to protect student confidentiality.

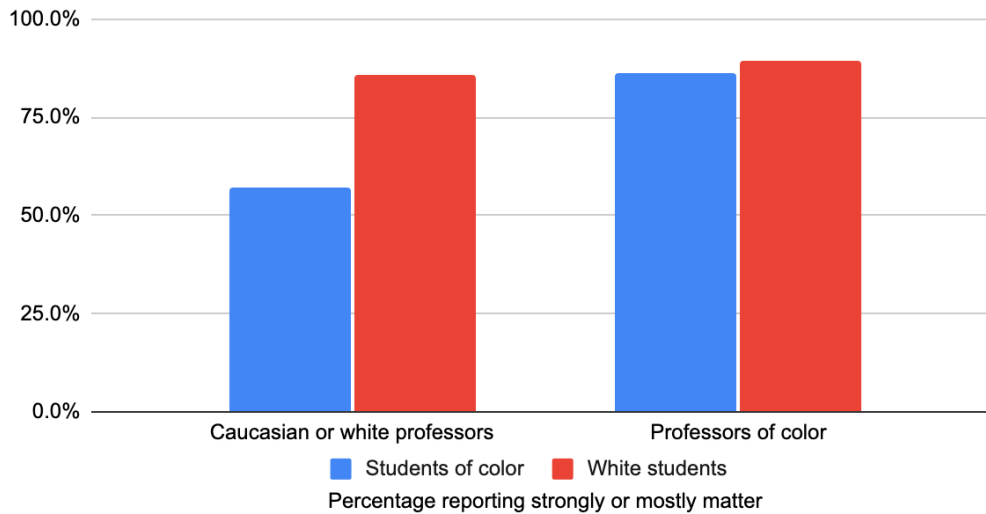
MATTERING AND AFFIRMATION

In this section, students identified the extent to which they feel they matter in classrooms and in various out-of-class campus spaces. Additionally, students indicate the ways and the frequency with which faculty members affirm them.

To what extent do you feel you matter in each of the following offices or locations?



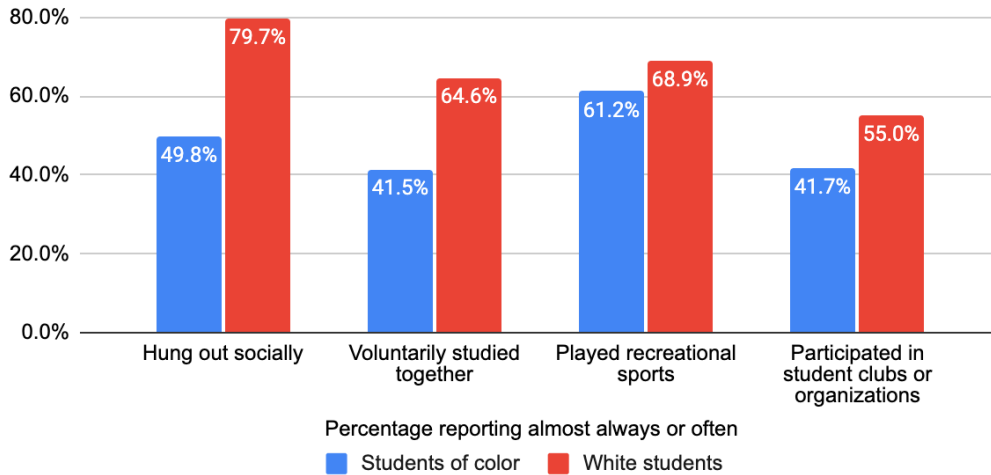
To what extent do you feel you matter in classes taught by:



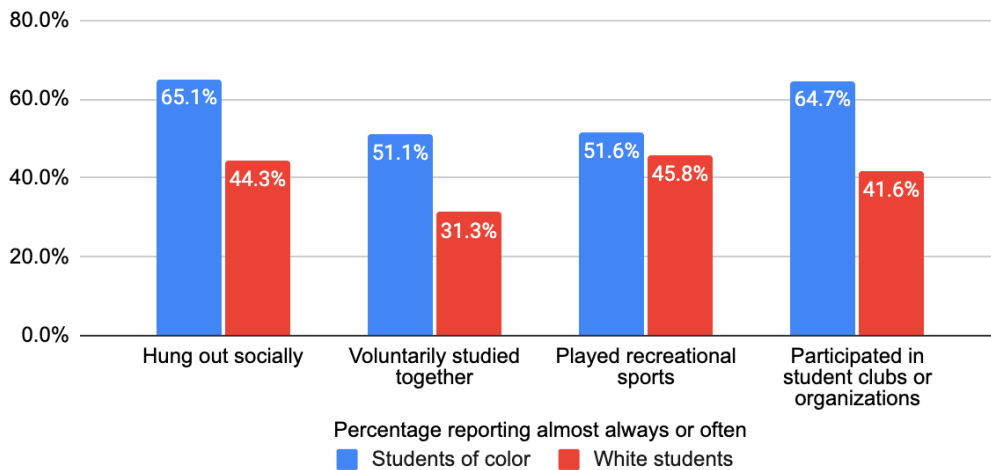
CROSS-RACIAL ENGAGEMENT

Students indicate the frequency and nature of their interactions on campus with same-race peers and with peers from different racial groups. Additionally, they report their level of comfort in discussions with other students about issues related to race.

How often have you participated in the following with Caucasian or white students?



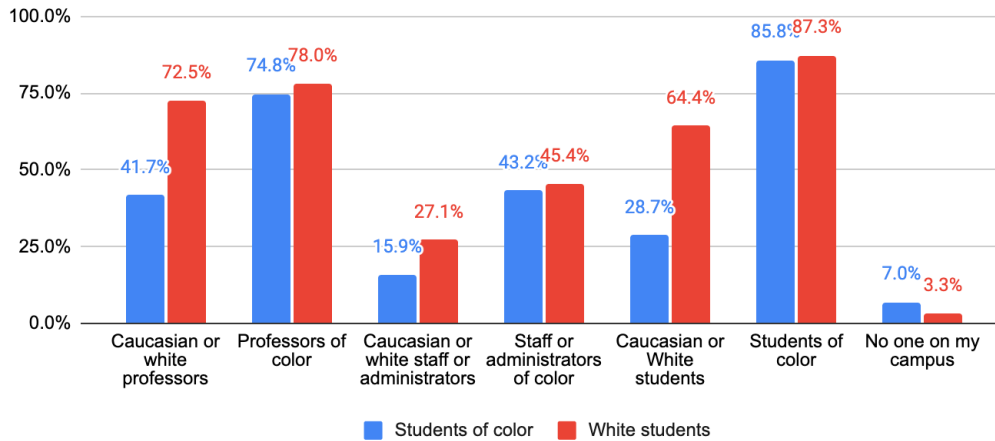
How often have you participated in the following with students of color?



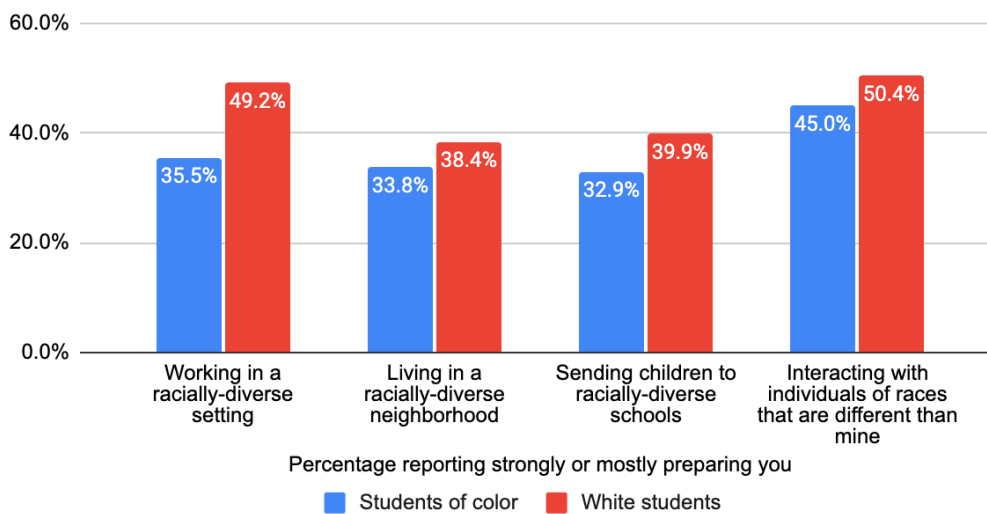
RACIAL LEARNING AND LITERACY

Students consider if and where on campus they learn about their own racial identities and about other racial groups. Additionally, students indicate the extent to which they feel racial diversity is reflected in curricula and class discussions, and how prepared they feel to live and work in a racially diverse society after college.

At Oberlin, who helps you learn about race?



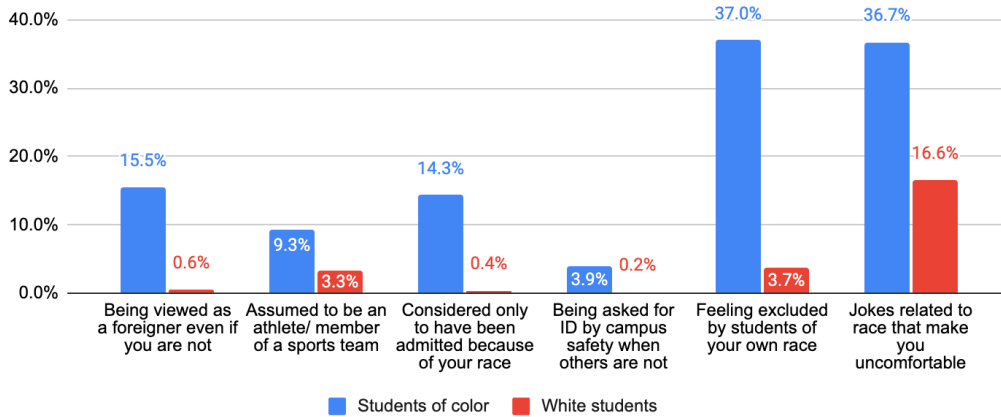
How well do you think Oberlin is preparing you for:



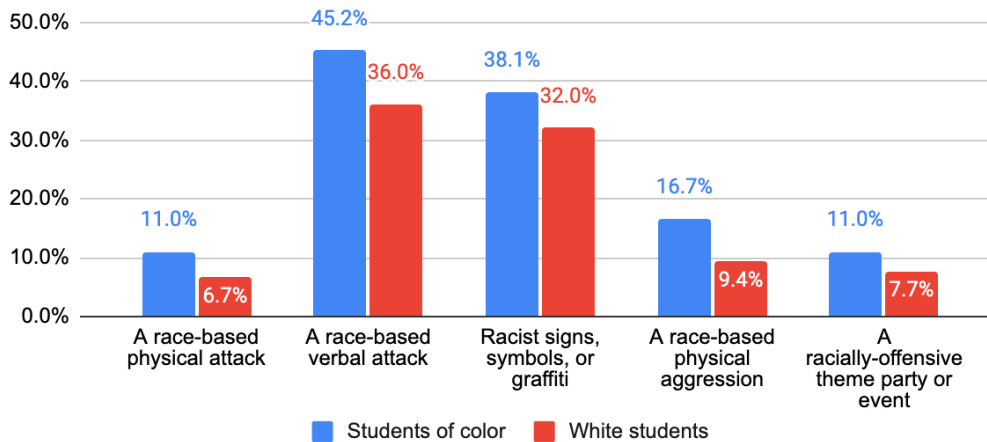
ENCOUNTERS WITH RACIAL STRESS

Students appraise the racial environment of their institutions. They identify campus encounters they have experienced as racist, ranging from microaggressions and racial stereotyping to more overt acts of racial harassment and violence. Students indicate the impact of these encounters on their personal well-being and academic success.

Have you personally experienced any of the following while at Oberlin?



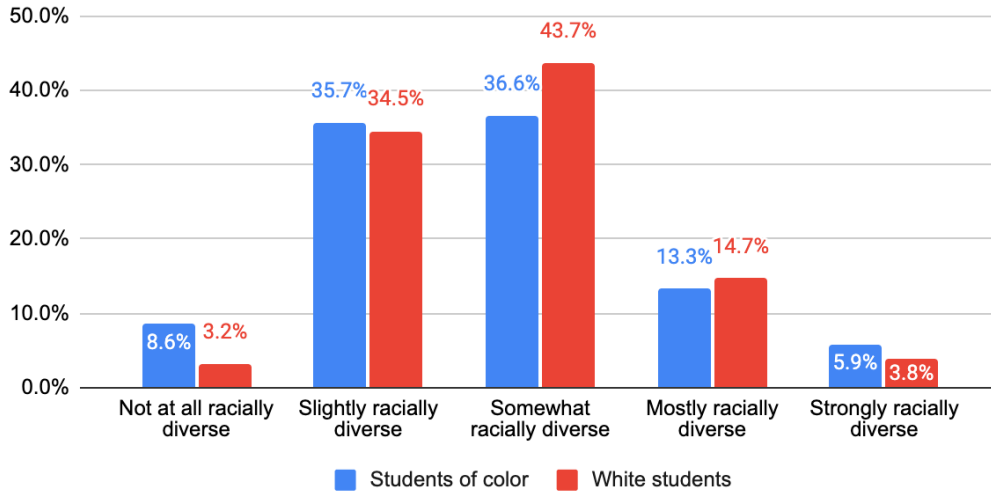
Have you personally experienced or heard about any of the following happening at Oberlin?



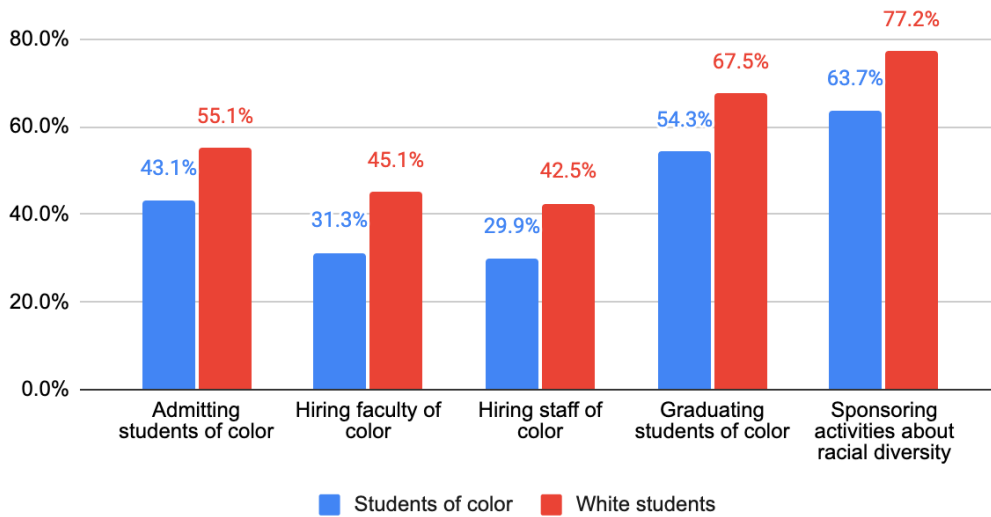
APPRAISALS OF INSTITUTIONAL COMMITMENT

Students evaluate their administrators' demonstrated commitments to racial diversity and inclusion at their institutions. Students also assess institutional leaders' responses to racial problems on campus.

In your opinion, how racially diverse is your institution?



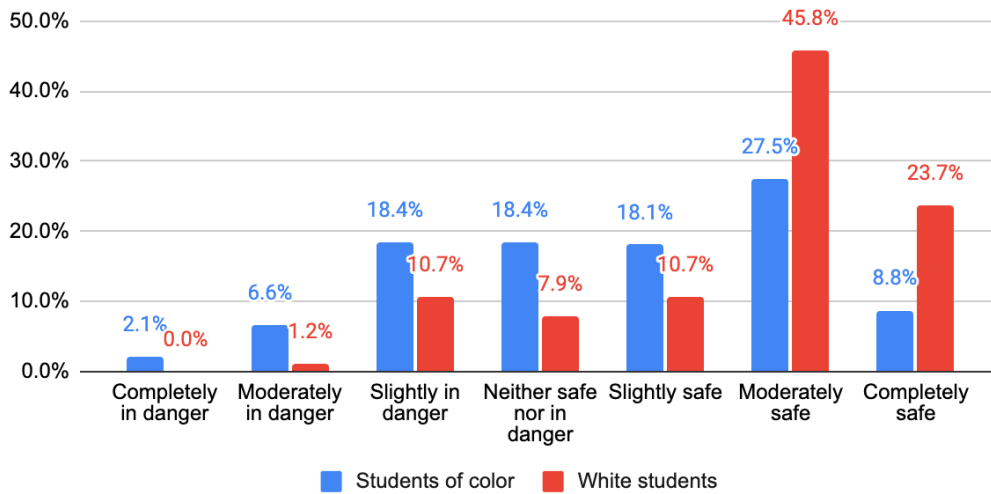
How committed are administrators at your institution to:



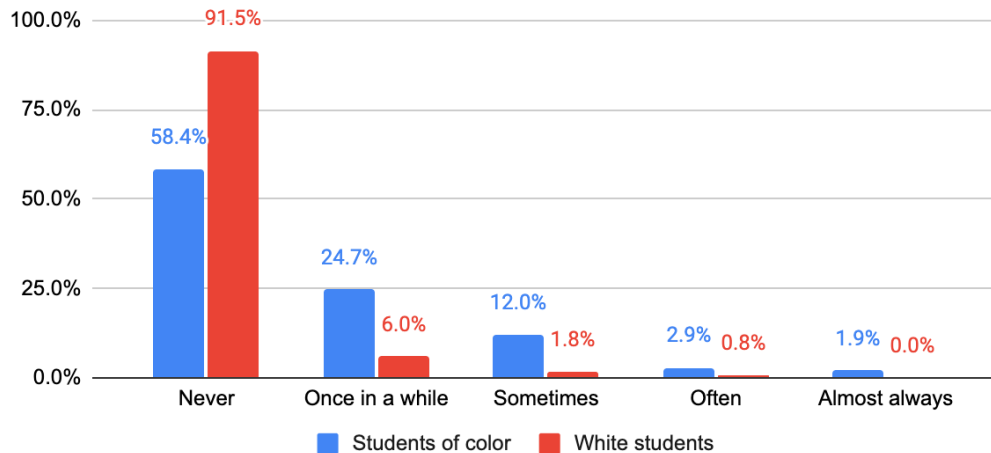
IMPACT OF EXTERNAL ENVIRONMENTS

Students reflect on their sense of security and on their encounters with racism in their hometowns, in the cities/towns surrounding their campuses, and in online and social media environments.

How safe do you feel in the city surrounding campus?



In this school year, how often have you personally experienced racism in the city surrounding campus?



NEXT STEPS

Each of the NACCC climate surveys will continue to be collected on a three year rotational basis. The first staff survey is currently underway. This data will serve as a baseline to help Oberlin assess improvements and challenges moving forward. The full data from the NACCC Student Survey will be shared with the Committee on Diversity, which will be charged with using this quantitative data to contextualize the qualitative work of the Presidential Initiative, and as a benchmark for assessing institutional progress moving forward. In addition, data relevant to their work will be shared directly with offices and departments across campus to support their efforts to improve campus climate within their areas of responsibility.