

## HUMAN RELATIONS COMMITTEE

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## Acknowledgments

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Our Committee began its work with 12 members, two of whom were unable to continue to the final stages of our process. However, they were important participants in committee discussions, and we very much appreciate the contributions of Russell Plato '01 and Peter Solomon, Swim Coach.

Finally, we are deeply indebted to the Middlebury College students who have stood up in support of those who are marginalized in our community, and to the students who have patiently worked to foster community and to create an environment that is hospitable to every student. We hope that our report is evidence that your voices have indeed been heard.

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Report  
of the  
Human Relations Committee

March, 1999

## 1. Introduction

The Human Relations Committee (HRC) was originally a standing committee of the College (1988-1993) that fulfilled an advisory and programmatic role on issues related to race, ethnicity, gender and sexuality, with a goal to improve the campus experience for underrepresented populations of students. In April 1998 President John McCardell, Jr. reconstituted the committee on an *ad hoc* basis, and charged it to “assess, systematically and comprehensively, the current campus climate on diversity, including but not necessarily limited to issues of race, color, gender, and sexuality as they pertain to students, faculty and staff.” The committee was also asked to consider whether the Human Relations Committee should be reconstituted as a standing committee of the College to deal with ongoing issues of diversity. Recommendations were to be submitted to the President by February 1999.

Appointments to the committee included four students, four staff, and four faculty members. Additionally, there were two resource committees – one with representatives from various student organizations, and one including faculty and staff whose professional roles involve them in issues of diversity – who provided information, made recommendations, and otherwise assisted in our work.

The Committee had preliminary discussions over the summer of 1998, officially beginning its work with an all-day retreat at Bread Loaf led by two experts on diversity in higher education: Kathleen Manning, Ph.D., Associate Professor of Higher Education and Student Affairs Graduate Program, University of Vermont; and H. Lawrence McCrorey, Ph.D., former Dean of the School of Allied Health Sciences, University of Vermont. Stephen Carter’s book *Civility* was the first shared reading among the committee, followed by additional books and many articles on the topic of diversity, both from the perspective of American society in general, and from the specific perspective of higher education.

We met every two weeks, and the four subcommittees met during intervening weeks from September 1998 through January 1999. To facilitate communication between the committee and the community, in September HRC 1) established an e-mail address, web page, and phone mail box; and 2) sent a letter to the College community inviting community involvement in our process. We also conducted two open meetings during the fall term.

Drawing from the Ford Foundation model of diversity, we included in our consideration of diversity the following factors: race, ethnicity, gender, sexual orientation, religious beliefs, difference in abilities, age, socioeconomic status, and nationality. There are many ways to identify the collective memberships of these groups, including “minority,” “marginalized,” and “underrepresented.” After considerable discussion within our committee, we have decided to use the term “underrepresented” when speaking collectively about representative members of those groups who define our understanding of diversity. We recognize that

women are not underrepresented in our campus population overall, and therefore when an issue also relates to women, we will acknowledge accordingly. Also on the topic of terminology, we have decided to use the acronym “LGBT” when referring to lesbian, gay, bisexual, and transgendered persons at Middlebury College, recognizing that there is presently no consensus within the LGBT community at large on the appropriateness of the term “Queer.”

We believe that each area of diversity is important and deserving of thorough examination, but this could not be accomplished during the time span of our inquiry. Our objective is to be inclusive of all underrepresented groups in our discussion on climate; however, certain groups are given greater discussion when findings warrant such attention. For example, two groups are afforded broader discussion throughout the report: 1) Because issues of race predated our contemporary understanding of diversity, many ongoing concerns and initiatives are related to race relations or persons of color. Additionally, we were recommended by our retreat facilitators not to lose focus on issues of race during a diversity study, which can be an unintended consequence of broad diversity discussions. 2) The events of last spring in many ways set the agenda for a climate study, and served to draw our attention to issues of race and sexual orientation.

## **2. Assessment Process**

To assess the climate of the diversity at Middlebury, our committee gathered information from the following sources:

1) Campus Interviews: Interviews were conducted with eight student organizations, one faculty/administration group, one faculty/staff group, and a number of representatives from student groups and faculty/staff committees. We were unable to obtain interviews from organizations that did not accept our offer, and a number of academic department chairs were reluctant to speak on the record.

2) Campus Reports: Over 20 past reports of the College which address diversity issues in their entirety or in part were read and discussed.

3) Off-Campus Visits: We visited eight colleges, and conducted telephone interviews with seven other colleges.

4) Survey: A subcommittee reviewed survey instruments used by colleges, and has begun developing a survey process that will provide the College statistical data from which to plan.

Our preliminary conclusions about the campus climate on diversity at Middlebury are based on anecdotal information drawn from interviews and conversations with students, staff and faculty; open campus meetings; recent community forums; College publications such as the *Campus* and *Middlebury Magazine*; and documents generated by students in response to the crisis last spring. Our conclusions are also

informed by past committee reports, as well as by the approaches that comparable institutions take in response to similar issues on their campuses.

The recommendations in this report are drawn from all of these sources; are internally consistent with information shared by them; and are, from a practical standpoint, implementable. The ongoing survey program proposed here will provide statistical measures of our progress in improving the campus climate, and may in turn suggest further recommendations.

### **3. The Concept of Diversity**

Diversity is rightly one of the higher education catchwords of the 90's. At its most meaningful, diversity implies a group of people with differing perspectives and background experiences interacting and sharing their varied points of view. Diversity does not limit our speech or thinking; it broadens our individual perspective into a larger worldview. Changing demographics make imperative our ability to understand different cultures; old stereotypes and their accompanying prejudices force us as a nation to come to terms with our own legacy of insidious prejudices. Understanding prejudice, how it works, how we participate in it and promote it, is an essential first step toward becoming tolerant of difference. While this is a reasonable goal for American society as a whole, higher education is also called upon to move the agenda beyond the minimum standards to a level that is informed by both rational thinking and visionary planning. At Middlebury College, achieving a culturally diverse community can move us beyond the mere implementation of programs and policies to putting us in touch with our humanity in recognizing the dignity of all people.

The ways in which the next generation of citizens see the world and their place in it is being shaped in today's college classrooms, conversations, and extracurricular activities.<sup>1</sup>

Years ago, Middlebury began laying the groundwork for its quest "to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others."<sup>2</sup> Ours is a strong foundation on which to mount new policy for present students, and on which to plan for students of the future.

### **4. Current Programs at Middlebury**

*Community Wide Endeavors*

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<sup>1</sup> Winston, Diane. "Campuses Are a Bellwether for Society's Religious Revival." - *Chronicle of Higher Education*, January 16, 1998.

<sup>2</sup> Middlebury College, *Mission Statement*.

- National Coalition-Building Institute (NCBI) (1998): community wide prejudice-reduction training
- ADA Office: campus education program
- Special Assistant to the President (1992): advances initiatives to enhance diversity
- Annual concerts, symposia, lectures including the Sub-Saharan Africa Symposium and ALC Latino Symposium
- Racial/Sexual Harassment Policy (1992)

#### *Admissions*

- Posse Program (1998): admissions effort to increase diversity
- Foundation for Excellent Schools (1996): visits by junior and senior high students from New York City
- Middlebury College/DeWitt Clinton Partnership (1989): admissions outreach for minority students

#### *Retention*

- Office of Academic Support: first created to address attrition concerns; now offers academic support to all students
- Pre-enrollment Program: orientation originally intended for incoming academically at risk students; evolved into program that meets needs of students from different backgrounds

#### *Student Life*

- May Belle Chellis Women's Resource Center (1993): meeting and program space for women, including women of color, and MOQA students
- PALANA Center: living/learning multicultural center
- Coltrane Lounge (1969-70): social/cultural space for African American students
- International Students: Middlebury has one of the largest populations (by percentage) of international students; Middlebury is unique among liberal arts colleges with its financial aid policy (\$5000 minimum contribution from international students was recently suspended); appointment of a dean/adviser to international students (1997)

#### *Academic*

- Historically Black Colleges Exchange: contracts under negotiation with Clark, Hampton, Howard, Lincoln, Morehouse, Spelman
- Howard Hughes Medical Prematriculation Program: funds six to eight students of color for a six-week science research program the summer before matriculation to Middlebury

- New England Board of Higher Education Doctoral Scholars Program: three alums currently in Ph.D. programs
- Twilight Scholars Program (1993): short term faculty residencies for people of color and others who support diversity

#### *Alumni*

- MiddGALA: alumni program for LGBT
- Alumni of Color Weekend

Recommendation: Create a “Diversity at Middlebury Now” brochure, initially for College use as a way of informing the community about our programs and services and ultimately for use by Admissions.

We compare well to other NESCAC schools in that for many years, we have had programs in place to support a diverse student population. As we continue to build more diversity among the College community, experts might describe the College as moving into the second phase of our growth as a culturally diverse community: “Once a critical mass of underrepresented populations begins to build, ‘climate’ is typically addressed as the locus of change.”<sup>3</sup> We must now develop a systematic plan to expand our campus culture by acknowledging and supporting multiculturalism.

### **5. Admissions/Financial Aid**

“There are the Middlebury students, and then there’s me.” This comment represents the reaction of students who see themselves as different, and not fitting into the Midd Kid image. Some students who come from lower socio-economic backgrounds, or from different cultures (from the US or abroad), or students with different sexual orientation, believe they do not fit in because they are not part of the “accepted dominant culture.” Increasing the number of students who do not fit the prevailing image will not only improve their quality-of-life experience but will ultimately better prepare all of our students for a diverse world. While it is true that the College can implement programs aimed at changing behavior and attitudes of students once they arrive on campus, much can also be done in admissions to recruit more students from diverse backgrounds, and to admit more students who through the admissions process demonstrate openness and tolerance of human differences.

Our campus has changed dramatically over the past 15 years. We have become more diverse geographically (both from within and from outside the US) and socio-economically, but we have remained mostly white. The small numbers of

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<sup>3</sup> Lester, Joan Steinau. “Stages in the Diversity Process” *Black Issues in Higher Education*, January 27, 1994. (p64)

underrepresented students continue to feel they are “forced to teach all day, which interferes with our learning.” While it is true that in a community of learners we all teach and learn from each other, the particular special experience of underrepresented groups warrants consideration. Most often, there is one racial minority student in a classroom, or one LGBT student on a dorm floor or in a residence hall. Inadvertently, that one student is called upon to represent his or her group.

While many in the community understand the difficulties faced by the Admissions Office in competing for a limited pool of strong underrepresented applicants, students believe that more can be done to improve our yield. The College had considerable success this year, and students of color would benefit by knowing the following data on applicants for the Class of '02:

Admission Data for Class of 2002

| <u>Ethnicity</u> | <u># applications</u> | <u># admitted</u> | <u># matriculated</u> |
|------------------|-----------------------|-------------------|-----------------------|
| Black            | 67 apps               | 42 admits         | 15 matriculants       |
| Latino           | 110 apps              | 75 admits         | 39 matriculants       |
| Asian            | 136 apps              | 91 admits         | 32 matriculants       |
| Native American  | 20 apps               | 11 admits         | 5 matriculants        |
| Totals           | 333 apps              | 219 admits        | 91 matriculants       |

There was also growth among international students of color; the Class of '02 includes 18 students from the Caribbean and Sub-Saharan Africa.

Recommendation: Continue to diversify recruitment across national, international and socio-economic classes; build upon current success in minority student recruitment; develop recruitment materials with language and photographs that are welcoming of diversity, broadly defined, including sexual orientation and disabilities.

The figures listed above are encouraging indeed, and such progress is only maintained by the comprehensive, ongoing recruitment strategy of the Admissions Office. This effort to a considerable extent relies on the continuity of professional staff who coordinate minority recruitment. We are concerned that the staff turnover causes progress in this area to be slowed while newer staff are recruited and trained. Student recruitment is also critically dependent on the efforts and policies of the Financial Aid Office.

We believe that the College’s Financial Aid Office seeks to provide quality service in a congenial atmosphere. Despite this, some students indicate that their experience with the financial aid process has been painful. We are unable to determine whether the jargon of government and College aid policy is intimidating, whether the mere experience of needing aid is in itself a factor, or

whether misunderstandings between students and staff contribute to the problem. However, as the College seeks to be a community in which all students from many backgrounds feel welcomed and supported, the Financial Aid Office is encouraged to review its practices and procedures of communicating with low- and middle-income students from the US and abroad. For its part, the Admissions Office is afforded a special opportunity to build on its present position of strength by exploring the climate for diversity within its office, including efforts to attract and retain professional staff of color.

Recommendation: 1) Develop a diversity education program for Admissions and Financial Aid staff, and build-in diversity training as part of orientation for new staff in order to enhance understanding and comfort with emerging populations of students; 2) seek ways to build a strong relationship with all students and their parents, paying special attention to the problem of communicating with parents for whom English is not their first language; 3) explore the difficulties in attracting and retaining professional staff of color, in collaboration with colleagues from other College departments.

We understand that each year a number of strong students of color who identify Middlebury as their school of choice go elsewhere after being notified of their financial aid packages. Our committee found that comparable colleges provide merit scholarships as an incentive to attract students from underrepresented populations, and some offer flexibility in aid packages on a case-by-case basis. We understand that such practices are incompatible with Middlebury's current financial aid formula and policy; yet, Middlebury lags behind other schools in our ability to attract more academically gifted students of color due to the limitations of our policy. At one time, like policies were common among our peer institutions, and we recommend that Middlebury consider making changes similar to those our peers have made.

Though not a financial aid strategy, another incentive used by some schools targets minority students by offering them research opportunities along with a stipend. Williams and Swarthmore, for instance, both participate in the Mellon Minority Undergraduate Fellowship Program, which each year awards several fellowships at each school to their minority sophomore students for the duration of the undergraduate education. This program also offers the possibility of receiving a \$10,000 loan repayment. Incentives such as these would complement our diversity recruitment efforts, as well as our mission for excellence.

Our review of former College reports shows that since 1982 there have been several committee recommendations that the college address the large debt burden inherent in the aid packages of lower income students. The College is encouraged to take a fresh look at how our financial aid policies support our institutional goal for recruitment and retention of students of color and low-to-middle income population students.

Recommendation: Explore the relationship between financial aid and the decision of students of color to matriculate elsewhere; and investigate the relationship of financial pressures to the quality of life and attrition of lower socioeconomic students of color.

## 6. Curriculum

Among the many students, faculty, and staff we have spoken with, there is agreement that our community finds it difficult to talk about race and sexuality for fear of being criticized. We all need the ability to speak honestly, but it is particularly important for our students to have the tools to present and accept ideas in an open and candid atmosphere. Conflict is an inevitable aspect of the encounter between different cultures, which is a reason why our curriculum can play a critical role in shaping the community climate.

The curriculum is the most potent tool at our disposal for teaching about cultural, ethnic, racial and sexual difference and for providing an arena where it is 'safe' to explore such questions in a dispassionate manner.<sup>4</sup>

Students are baffled at the lack of knowledge displayed by some of their classmates on issues of race and ethnicity. They do not understand how students today can be oblivious to the nature of public affront of the kind represented by the *Campus* "ad" last spring, and the recent poster displaying an ethnic slur. This comment is not intended to further berate students who have apologized for their behavior, but to make the point that teaching about diversity is a community and cultural imperative, and that the task does not end when an apology is made.

The Committee on General Excellence in the liberal arts identified as one of its principles for excellence, "a curriculum in which students come to understand their own culture first, and then to experience and understand other cultures." President McCardell endorses this principle in his 1998 Open Letter to the Campus Community:

[T]he educational experience will have to be relevant in some sense to the lives students have left before they arrive on campus and relevant to the lives they will lead after they graduate.

A valuable aspect of this understanding would be for our students to gain knowledge of US minority cultures; however, present distribution requirements do not ensure such study.

Our large international student population enriches our international studies activities and expands our encounters with different cultures. The curriculum

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<sup>4</sup> Robert Schine, Dean of the Faculty, Middlebury College, interview comment.

offers a broad spectrum of courses on non-western culture, and the recent designation of international studies as a peak further affirms the College's commitment to strengthening its international focus. Yet, some students argue that African cultures are not treated as a serious academic topic. Our International Studies Program, for example, does not have an African studies track.

The College does provide area studies and courses which incorporate topics in cultural diversity such as Jewish Studies, African-American History, Race and Ethnicity, and Women's Studies, but overall these courses are few, and many are not taught each year. In 1991, an *ad hoc* committee recommended that the College establish African-American and Hispanic-American studies programs. At that time, African-American Studies programs were offered at the following colleges: Amherst, Bowdoin, Carlton, Colby, Haverford, Swarthmore, Wesleyan, and Williams. Also during 1991, there was a recommendation for a distribution requirement for cultural diversity and social justice which emerged from a different committee.

Some of our faculty are already concerned that the College offers such a breadth of majors and programs that we are unable to devote to each the resources that are required to maintain excellence. In this context, it is understandable that faculty may be reluctant to approve yet more programs that they believe would only further dilute the quality of our academic programs. Priorities must be set, and difficult decisions will have to be made to determine which subjects and area studies are most essential to fulfilling our academic mission. There are cases, however, in which the curriculum can accommodate a multicultural perspective without adding new courses per se:

If we read Toni Morrison, we won't have time for Shakespeare. But Toni Morrison and Shakespeare are no longer merely alternatives. Scholars now study the influence of Shake-speare on Morrison, which makes them pathways to each other. Over the last 30 years, scholarly attention to Shakespeare has increased...and the scholarship has become more sophisticated, for it now has access to a wider variety of cultural contexts in which Shake-speare has been read and performed: feminist, Buddhist, East German, to name a few.<sup>5</sup>

We should not, however, take for granted the ways in which some disciplines by their very nature promote acceptance of difference. The arts, dance, and theatre in particular use the creative process to explore human diversity, as described by Professor Andrea Olsen in one of our committee think-tank sessions on diversity:

Every person has the possibility of the whole spectrum of what it means to be human. As you train as a performer, you can enter into any of those possibilities. In teaching a creative form, one can observe people confront the fear of the parts of themselves that they haven't experienced. It's a HUGE thing to face... At an educational level, it comes

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<sup>5</sup> Ford Foundation. *REPORT Spring 1997*

down to what it means to be human...We all have commonalty and we all have difference, and we all spend a lot of time being afraid of what is different...

Similarly, Environmental Studies complements the values of cultural diversity by promoting a world view which teaches the principle of interconnectedness in which each part is essential to the whole. The newly renamed Women and Gender Studies Program, which will continue teaching and research in women's studies, affords new opportunities to delve into the emerging fields of Queer Theory and Gay and Lesbian Studies.

Recommendation: Create a minor in African-American Studies, to include a selection of courses which are offered on a regular basis. Offer African-American History each year.

Recommendation: Develop language beyond the term "other" in our Civilizations and Culture requirement to describe non-Western cultures, and ensure that the "other" courses address diversity.

Recommendation: Consider creating a language school in Africa along with exploring the establishment of a school in Latin America.

Recommendation: Resurrect the Winter Term Faculty Seminar Program. Given the limited methodological resources for incorporating cultural diversity that are available to faculty at Middlebury, topics such as the previously presented "Teaching the Black Experience" could be very beneficial. In addition, we should make better use of prominent visiting scholars and members of our faculty who are able to speak to diversity issues.

Recommendation: Support and strengthen PALANA Studies through the PALANA Center, which can offer opportunities for exciting interdisciplinary studies of race and ethnicity. Consider bringing PALANA closer to the center of campus: 1) to address the possibility that its distance impedes the success of its academic mission; 2) to address the claim that its distant location tells many students that PALANA issues are peripheral to the College's agenda.

## **7. Faculty Recruitment**

For many years, the administration has had in place an incentive program for hiring faculty who will contribute to diversity. Some departments have been aggressive in their efforts to recruit faculty of color in disciplines where there are larger numbers of Ph.D.s (e.g. history and languages); however, the community is generally unaware of the efforts being made in this area. When students inquire why we have made such slow progress, they are told that there is a small pool of African American Ph.D.s, and it is difficult to attract them to rural Vermont. But because they are generally unaware of the level of interest and effort on the part of the faculty and administration, the prevailing belief among students is that recruitment of faculty of color is not a priority for the College.

We also found that the College has been nurturing an important resource for enhancing the faculty. The Twilight Scholars Program normally provides for three faculty-in-residence each year to increase diversity. There were two Scholars on campus this Winter Term, and an additional Scholar will be here as part of the upcoming Alianza Latinamericana y Caribena (ALC) symposium. The program is being strengthened by the continuation of scholars over multiple years – this past January was the second residency for the two Scholars. The College has had approximately 12 Twilight scholars to date.

Currently under consideration is involvement with the New England Board of Higher Education Minority Scholars Programs, which may be a source from which to draw more faculty of color. Academic Affairs has over recent years developed potential strategies for increasing the presence of faculty of color, such as:

- Keeping a file of students of color who have gone on to graduate schools as potential faculty hires.
- Making offers to distinguished faculty of color at similar institutions.
- Aggressively recruiting faculty of color for WT Visiting Faculty program.
- Funding the Twilight Program to provide fall/spring appointments for faculty of color to teach one course and be a campus resource.
- Establish a one year, rotating appointment, for a distinguished scholar/artist – possibly in African-American Studies.
- Establishing a one year appointment for an ABD who would complete Ph.D. research at Middlebury, perhaps teach one course, give public lectures and advise students on topics relating to diversity, and possibly be hired as a continuing faculty member once the Ph.D. is completed.
- Developing a partnership between Teacher Education Program and Bread Loaf School of English in order to attract likely faculty of color (esp. Mexican American) candidates to our Teacher Ed positions, to WT visiting faculty positions, to the Twilight program.
- Making the Special Assistant to the President available to assist chairs with diversity-related searches

The lack of awareness among students of the College's recruitment efforts reinforces a sense that the College is not serious about increasing diversity among the faculty. That impression, coupled with the reality of too few role models, increases some students' sense of underrepresentation and alienation from faculty and administrators. Seeing more of these potential ideas realized would go a long way towards demonstrating the College's commitment to diversity.

Recommendation: Involve concerned student groups in recruitment efforts to increase diversity. Communicate with students about the ongoing faculty recruitment efforts to increase diversity. Consider a special Student Advisory Committee (SAC) diversity group, which can hear prospective faculty

presentations and can meet periodically with administrators supporting diversity for updates on these efforts.

Recommendation: Appoint someone at the level of dean or higher, who possesses full faculty credentials and rank, to a position in Old Chapel. This person will oversee the College's efforts to obtain a more diverse faculty, assist chairs in their recruitment efforts, and identify and develop new sources from which to draw applicants. (See recommendation under 17. **Administrative Leadership.**)

Recommendation: Develop funding for two to four ABDs: get the College in the Mellon Scholars Program; explore developing a program with the New England Board of Higher Education.

Recommendation: Expand Winter Term appointments to include faculty members from underrepresented groups, housed in specific departments and contracted to return on a regular basis.

Recommendation: Court faculty members from underrepresented groups from other institutions who are eminent in their fields to teach here for a term or year as a Scholar in Residence.

## **8. Retention**

When talking with students throughout this review process, we were struck that the issue of faculty retention seems to be the most important issue for students of color. "Why has the number of faculty of color dwindled over the past several years? The numbers were growing, but now they have moved on." Consequently, fewer courses addressing issues of race and ethnicity are being offered, which students perceive as a double blow. It is correct that several faculty members have left the College in recent years, some due to unsuccessful tenure reviews, others for personal reasons. When some faculty of color depart the College at the same time that other faculty of color go on leave, the loss can be startling.

It is important to establish an environment where young faculty can flourish as individuals and develop as scholars. The administration must develop approaches to support young faculty, and pay special attention to the burden associated with being one of a few.

Recommendation: Develop a program to help integrate faculty from underrepresented groups into the community, and provide ongoing collegial and professional guidance to reduce unsuccessful tenure reviews.

Recommendation: Provide confidential exit interviews for underrepresented students, faculty, and staff so that the College may learn about selection, fit, and

support of the students, faculty, and staff and how those factors can be improved in the future.

We have a well-established Office of Academic Support which houses the Pre-enrollment Program and an extensive program of academic support. Like the Pre-enrollment program, the Office was initially conceived specifically to address our retention of underrepresented students. The Office now provides personal and supportive academic services to all students. Although there is no statistical data available to support this, there is considerable anecdotal information from students that suggests that the office has played a major role in our retention of students of color, students with disabilities, and those international students who require academic assistance. The Writing Center and the tutoring programs provide additional support and similarly contribute to our retention.

Student Affairs, as has been noted in past reports and by current students, plays a central role in advising and meeting the needs of multicultural students. Many in the community would like to see the subject of diversity become part of our day-to-day thinking and planning. There are various models to assist us in moving toward this ideal. For example, at the beginning of this academic year, each department head in our Student Affairs division developed a diversity plan or mission. It should also be noted that annual reports provide an opportunity for department heads to address how diversity has been considered or practiced during the calendar year. If adopted by other departments, such models would aid in moving the College forward in its effort to improve the climate of diversity.

## **9. The Residential College**

We found that students in organizations ranging from African American Alliance (AAA) to Inter House Council (IHC) believe that there is little interaction between underrepresented and majority group students. All students we interviewed felt there is not enough diversity on campus and that there is little or no ethnic diversity in the social houses. Some African American students are concerned that certain student organizations which are influential in campus life typically have little diversity in their membership. They reported that recently, SGA was seeking nominations for their diversity committee, and that while eight African Americans applied, none were appointed.

This year saw an increase in diversity, with the membership of MCAB and SGA appearing to make an effort to be more inclusive. In order to encourage student leaders to incorporate these changes into their ongoing practices, there must be efforts to increase sensitivity within the student body. In our open meeting, we learned that some students had the impression that the entire first-year class was going to go through our NCBI Program. This was encouraging to them in the aftermath of last spring's upset; it was a disappointment when they

found this was not true. Diversity training for first-year students resonates among many students as a social imperative.

Many different individuals, offices, organizations and divisions of the College have assumed responsibility for creating an atmosphere in which people of all backgrounds and experiences can thrive. At the forefront of this effort is the campus-wide involvement with NCBI, which involves students, faculty and staff in prejudice reduction training. This program will further our efforts to create a campus environment that is more tolerant of difference and where prejudice is addressed. We must develop complementary programs that involve more members of our community.

Recommendation: Expand education about diversity, recognizing that learning about ourselves and those around us is integral to a complete academic, social and residential experience.

- a) Provide opportunities for all student leaders to learn about diversity and conflict resolution.
- b) Provide diversity education for faculty and staff in leadership positions (i.e., administrators, chairs, department heads, supervisors).
- c) Provide leadership education to students from underrepresented groups who need help in developing methods of achieving success as undergraduates and beyond.

Recommendation: Develop workshops to assist First-year Seminar and sophomore program faculty in bringing multicultural content to their courses. The Common- based first-year seminars offer an opportunity for students to study culturally sensitive issues in a structured academic context, and to test their knowledge while living and working through issues together. The success of such teaching would rest on the willingness and skills of the faculty.

Recommendation: Move toward a plan which ensures that all first year students will have an opportunity to gain the knowledge and skills to live successfully in a multicultural community.

We found that there is mounting distrust of the offices designated to resolve conflict about race or sexuality. Members of AAA, MOQA, and FAM express their belief that our disciplinary system and administrative responses fail to support them when incidents related to race, sexuality and gender occur. Some say that they do not know where and to whom to turn. Others say that when they bring racial insults to the attention of the administration “nothing happens.”

Upon closer examination, though, the picture changes. In several events cited by students, we see that those incidents were in fact addressed in a manner consistent with College policy and procedures. Our committee found that

disagreement about the resolution can be mistaken for indifference, or for the perception that the College does not care about students of color, or LGBT students, or women, or about the racism, homophobia or sexism that they encounter. In this finding we do not overlook the real frustration, anger, and pain experienced by these students, nor do we seek to trivialize them.

The events of last spring are still fresh and raw in the minds of students. The April Fool's "ad" in the *Campus* created a crisis in the community, and many have still not recovered from that trauma. Dissatisfaction with the resolution of those events was expressed by the faculty, who passed a censure motion, and by students, who today still believe that justice was not served. As a result, many students think the administration should step in whenever there is a racial conflict or insult affecting any student from an underrepresented group. One student commented, "By excluding the *Campus* from the administration's reach, a free-for-all atmosphere resulted." Many students would like the administration and appropriate committees to review by-laws that govern student organizations such as the *Campus*, so that students are not left on their own to resolve community problems of such magnitude.

Recommendation: Create crisis response protocols for multicultural issues: clarify and publicize point persons ; clarify chains of communication so that diversity support persons can be informed and therefore able to make a quick and appropriate response.

MOQA members informed us that they have received open verbal harassment, and we understand that this has also been the experience of some students of color. The College has policies and procedures for addressing such acts of disrespect and harassment directed against individuals in the community. However, students continue to show unfamiliarity with College policy, the protections they offer and the community values underlying such policy. Our committee has observed that other colleges prominently display community values, or "common ground" principles<sup>6</sup>, and list the places where students can turn for support. We think this is an approach that Middlebury should consider.

The question of feeling safe also arises when some student organizations' bulletin boards are vandalized and their posters defiled or ripped down. These actions have the effect of intimidating and silencing, making students feel that it is unsafe for them to express their views or show their identities. These acts are serious violations of College policy. It is important that students stop tolerating vandalism or other acts of disrespect they encounter. The problem of vandalism should not rest solely on the shoulders of the deans or Security or residential life

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<sup>6</sup> An example is the brochure produced by the University of Vermont's Center for Cultural Pluralism.

staff. In that we are all demoralized by destructive behaviors, vandalism is a community problem and requires a community response.

Recommendation: a) Concurrent with Phase I planning of the new Campus Center, appoint a group of faculty, students, and staff to take a comprehensive look at the problem of vandalism, and how we can begin changing a culture that tolerates and indulges it; b) Give special consideration to vandalism of MOQA and FAM bulletin boards and posters, and develop strategies to bring this problem under control.

As mentioned earlier, Middlebury compares well to other NESCAC schools in its programs. However, the level of dissatisfaction among our students seems to be higher than at some of our peer institutions. When visiting other campuses, members of our committee were immediately aware of the sense of goodwill and cooperation that students have toward the administration at Williams, Dartmouth, and Swarthmore. That relationship appears to have developed from the feeling that student opinions are valued and because they participate in shaping important community decisions.

Middlebury students are involved in College planning and policy primarily through SGA appointments. We need new models. We are beginning to develop roles for students who bring special insights to community discussions. For example, as a result of the concerns by some women students last spring about physical safety, additional lights with emergency phones have been installed throughout the campus, and representatives of FAM have been meeting with the Dean of Students and the Health Educator to revise sexual assault policy and procedures. Those students recently reported feeling heard and supported. This situation reinforces the importance of involving students in the decision-making process on affairs which directly affect them. Expanding this model to include a diversity of views on many new projects will promote communication and trust between interested students and the administration.

## **10. Housing**

As a committee, we have devoted special attention to the comments from students who do not feel safe in our residential halls. In addition to the concern of physical abuse, some LGBT students believe that they will encounter rejection or hostility should they reveal their identities; they feel afraid (unsafe) to be themselves. LGBT or questioning students worry they will be assigned a hostile roommate as an incoming first-year student. Students who encounter homophobia in their first year residential experience are likely to transfer or suffer emotional trauma. We would like to see housing options expanded to facilitate a more positive residential life experience for LGBT and questioning students and their allies.

Recommendation: Address in our residential program concerns about feeling safe:

a) Provide housing options to afford a greater sense of comfort and community to underrepresented student populations:

- 1) provide more singles in each commons for first year students
- 2) offer suites for LGBT and questioning students and their allies across the commons (non-permanent special interest housing).

b) The Dean of Student Affairs, Dean of Commons, Director of Enrollment Planning, and Director of Admissions, should give consideration to adding an option on the roommate questionnaire to indicate openness to having a roommate of a differing sexual orientation.

Our committee has given considerable attention to the question of special interest housing and its role in fostering diversity. We are ever aware of the heightened sensitivity to this matter, and we have looked to other schools for approaches to the various needs and preferences among students at liberal arts institutions. In our search for excellence, our committee visited many of the top ranking liberal arts colleges in the east, colleges which have a reputation for strong or innovative approaches to diversity programs. We present the following information on special housing options to provide a glimpse of what other colleges are doing:

We have some information on the following colleges, although we did not conduct in-depth study of them: Ithaca, Bryn Mawr, Smith, and Rice. With the exception of Bryn Mawr, which has a house for six African American women, none of the other schools has special interest housing.

Neither Swarthmore nor Williams has special interest housing; however Williams has many single rooms, which are also available to first year students. (Our sense is that the availability of singles helps address some of the concerns of incoming gay and questioning students.) Both colleges have strong diversity programs and attractive spaces to support them.

Hampshire College designates space (suite, floor, etc) as needed.

Oberlin College has residential special interest houses: Afrikan Heritage House, Asia House, Hebrew House, Third World House, and a Women's Collective, as well as language houses.

Haverford College student residences include 21 two-story garden apartments, which house 350 students, among them the following:

Environmental House - 15 students

Asian Cultural Living Group - 3 to 5 students

and six houses, three of which are designated as follows:

La Casa Hispanica - 6 students

Cadbury House - quiet, substance free living - 13 students

Ira De A. Reid House (Black Cultural Center) - 5 students

Amherst has special interest living learning houses for:  
African American students  
Asian students

Dartmouth has affinity group houses for: Latinos, Asian Americans, Native Americans, and a proposal for a gay/ lesbian house. (Their policy is being reviewed due to a large number of requests.)

Middlebury currently has six academic/special interest residential houses, four of which are language houses with the others being Environmental Studies House and PALANA Center; proposals for a Gender Studies House and a Substance Free Social House are also have under consideration.

We were unable to draw definite conclusions about special interest housing based on our inquiry. We can say, however, that special interest residential housing is typically determined by a myriad of factors: geographical location (whether the college is in or near a metropolitan area affording community support for underrepresented groups); type of residential buildings (lots of small houses or large residential buildings); and community values (traditional religious influences).

Ridgeline Woods has had a profound effect on students' attitudes and their expectations of housing. When certain students live in luxury, other students argue that the College gives special treatment to a privileged group. The disparity in housing reinforces socioeconomic stratification within our community. Some students believe that the College values affluent, white students more than middle and lower income students. The Environmental Studies House and the PALANA Center are cited as examples of poor housing. (Although PALANA was renovated over the summer, this did not change the students assessment. They believe that the renovation was the result of their negotiations last spring, and that nothing would have happened had they not pushed.

Our findings strongly suggest that large impersonal residence halls are undesirable; this motivates students to seek residential houses. Currently, the best chance to live in a small house is through the social house or academic interest house systems. Because of the growing demand on a limited supply of residential houses, the competition takes on heightened emotion; the struggle between the haves and have-nots is intensified.

The *Handbook* states the following among its Principles for Residential Life:

Students at a residential college are part of a community of learners... As Middlebury attracts students from diverse backgrounds, it is crucial that the residential system nurture the educational and personal development of all students...

These principles underscore our commitment to building a diverse community.

A goal of our residential program is to foster living environments which contribute to a sense of comfort and privacy (“home” and “safety”). However, the search for safety and home is what has motivated students to seek separate housing. Ideally, the Commons would offer attractive and comfortable living areas, in which students of similar interests can draw into smaller, homey units. However, we believe that a proliferation of separate enclaves outside of the core residences works against building a diverse community. We should explore whether students might find it more equitable to fill all residential houses by random draw, give preference in block draw to academic interest groups, or set aside a few non-residential houses for the academic/social events of academic theme programs. We might envision an environmental studies suite or corridor, one in each of the Commons, seeking to promote respect for self, others, and the environment. We believe the presence of living/learning centers within the residential spaces would promote genuine diversity.

Innovative ideas often meet strenuous opposition because we desire, naturally, to preserve and protect that with which we are familiar and comfortable — we fear the unknown. Similar feelings make us reluctant to know and accept people who are different from ourselves. However, in order for us to become truly diverse,

the Middlebury of today will have to give up a part of what it is in order to become something different. A different place to attract a different kind of student.<sup>7</sup>

Recommendation: Consistent with our recommendation that diversity be a guiding principle in the development of the Commons, we urge the College to develop a plan to provide the type of living spaces which foster a culturally diverse community within the core residential system.

While the College moves toward achieving a culturally diverse community, our findings show that the **principle of fairness** is of paramount importance in determining whether to increase, hold steady, or reduce the number of special interest residential houses.

If we retain special interest housing for any group within the Commons system, we must pay attention to the question of equality among students and student groups with respect to the allocation of housing. Therefore, we propose the establishment of non-permanent special interest housing within the Commons. These living spaces would support groups that are currently perceived as being in need of special support (PALANA, Xenia, Gender Studies).

The creation of non-permanent special interest housing allows the flexibility for moving us from the present system toward one which supports a program of cultural diversity within the core residential system.

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<sup>7</sup>Discussion comment from an HRC member.

## 11. Spiritual Life

Our campus interviews revealed that students have little understanding of the central role that religion once played in the life of the College, living now as they do in an era of choices. An increasing number of US students come from homes where religious practices and beliefs are not expressed. They will say that they are of Christian or Jewish descent, often meaning only that their grandparents participated in traditional religious practices. Despite this distance, it would be wrong to say that religious or spiritual concerns are not important to students today. Many are longing for times, places, and opportunities to pursue their concerns.

Learning, working, and increasingly living together, Americans of different faiths bump into beliefs and behaviors that once seemed unusual, even exotic.<sup>8</sup> As a result of the 1965 Immigration Act, various Asian populations moved into the US, introducing their own religious traditions, most notably Hinduism and Buddhism. In addition, the Islamic religion is growing, both through immigration and by its adoption within the African American community. A recent issue of *Time* focused attention on religious diversity across the US. That a St. Louis Lutheran congregation is drawn to share its sanctuary with Haitian Baptists, and that Kansas has a growing population of German Mennonites from Argentina who speak English as a second language gives evidence of the rapidly changing American religious landscape.<sup>9</sup>

Despite these societal changes and their ripple effect in our College community, there is evidence of a significant lack of awareness of the religious diversity here and the important role that religion plays in the lives of many students. For example, some students experience an anti-religious bias that is not uncommon in the world of academia, making them afraid to reveal their religious identities. However, many other students look to the faculty and to professionals in the College community to help them engage the moral challenges and existential questions they face. The religion department's curriculum addresses the major world religions, and together with courses in philosophy, sociology, psychology and environmental studies, seeks to help students develop an intellectual framework on which to shape their own moral and spiritual lives.

At the same time, we found that other aspects of our community life fail to legitimize religious diversity. Some religious groups do not have appropriate facilities through which to express their faiths. They require quiet spaces that afford privacy for contemplative and spiritual practices, in addition to areas that house religious aids, books, and literature. Some of these groups are in need of

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<sup>8</sup> Winston, Diane. *Op. cit.*

<sup>9</sup> Gibbs, Nancy. "The Backbone of America" *Time*, July 7, 1997. (pp 41-45)

religious advisers who can aid them in the practice of their religions. Jewish students, who have been extremely appreciative of the support they have received over the years, recently resubmitted a request for a half-time rabbi, who would serve as assistant chaplain and possibly teach a course.

As the College and the nation are being asked to adjust to new cultures, there are inherent conflicts with established traditions. Some Christians believe the Christian tradition is threatened by other religions when these groups find Christian symbols offensive, and vice versa. Herein lies the challenge for our College Chaplain today: to create a campus atmosphere that is open to personal religious disciplines and is respectful of the variety of religious beliefs and practices in today's campus community, while also maintaining the College's historical ties to the Christian tradition as expressed in major College events such as Convocation and Baccalaureate.

This conflict will not go away because we choose not to address it, but if ignored it is likely to deepen and serve to separate us from full engagement in the work of becoming a culturally diverse community.

Now, as in the past, young people are exploring new ways of believing and behaving in their search for richer, more meaningful ways of being in the world.<sup>10</sup>

In fact, we believe that a Middlebury College that is more hospitable to the various religious traditions of the globe, as well as to students who are pursuing their own unique spiritual adventures, will be a community that is more diverse in other ways as well. While it is important to honor the past, it is equally important to discern the reality of the present and chart a course for the future.

Recommendation: Locate the Chaplain's Office in the Student Center to coordinate activities of religious organizations; to facilitate collaborative programs; and to work with diversity staff and student activities staff.

Recommendation: Provide suitable spaces for religious groups to meet, with separate spaces for meditative/spiritual practices.

Recommendation: Provide multi-faith boards in the Student Center to coordinate religious events; produce a calendar of religious holidays; publicize guidelines on excused absences in relation to religious holidays.

Recommendation: Begin a community conversation on religious/spiritual life at Middlebury College: a) organize small forums in which members of different traditions can develop proposals for respectful coexistence with each other; and

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<sup>10</sup> Winston, Diane. *Op. cit.*

b) develop guidelines for responding to religious expressions that are incompatible with our community standards.

## **12. Disabilities**

The area of serving students with disabilities at Middlebury has evolved from an informal plan of support in which students were served by a variety of people who provided services as requested, to hiring a full-time ADA Coordinator and establishing an ADA Office. This has allowed the College to provide a level of support for students that places us in the forefront of schools we often compare ourselves with. Services include academic assistance, one-on-one counseling, career assistance, etc. The current system allows us to support students from the time they are prospective applicants through their Commencement ceremonies, and on into their careers. We would like to see the campus continue to move forward on issues of disability. To accomplish this requires that we foster progressive attitudes toward this area, just as we encourage forward thinking on race, gender, sexual orientation, and other areas of diversity.

The ADA campus education program, along with the efforts of the Counseling and Human Relations Office, should be integrated into our College-wide diversity education programs. There is much work to be done to increase awareness of the special needs of persons with disabilities, and our facilities plans, as well as academic and social programs, must build in features that allow the full participation of all students in campus life.

This goal requires us to be creative as we think about ways to organize events that affirm the diversity of our community. Ithaca College, for example, opened the school year with their second annual Unity Relays. Sponsored by the Office of Multicultural Affairs, this event brought together 250 members of the College and local community who took part in walking, running, and wheeling races. Participants in the wheelchair race included those without disabilities; this served to increase awareness and sensitivity to persons with disabilities. (See appendix for article and photos.)

Recommendation: Make accommodation for those with disabilities part of all aspects of campus life and planning: a) Include within community events, such as Septemberfest, special events related to disabilities; b) add more images of people with disabilities in College publications and throughout the community.

## **13. Communication**

Rumors and misinformation plague discussions about diversity on campus. While this may be harmless in other areas of College life, it needs to be curbed in matters of diversity because it distorts and undermines the true values of the College.

We found that many good ideas, innovative programs, and valuable reports are generated at the College, but we seem to lose track of them. We have noted a concern among some in the community that because the College is looking to the future, “we don’t want to look back” except for the purposes of recording notable and pleasant historical events. Our committee would like to alter this pattern of forgetfulness. We recommend retaining reports and acting on them. This would validate the generous time, effort, and expertise of those who participated in developing these reports and, when reviewed and acted upon, could make it unnecessary to revisit the same problem at a later date. Retaining records and reports also builds up our day to day institutional memory, a vital element in the ongoing life of the College.

Recommendation: Write a History of Diversity at Middlebury as part of the Bicentennial Campaign.

Many believe that important initiatives are being ignored and forgotten. While there are many reasons for setting aside initiatives, some see only neglect or lack of interest. For example, the summer science program for minority students, SCIENS, ran for several years, and was an attractive diversity initiative; but it stopped several years ago. Not many in the community can say why it ended. We believe in cases like this an explanation should be provided. HRC reviewed more than 20 documents dating from 1968 to the present that give a major consideration to diversity. Some of the recommendations in those reports are being enacted now, while others have been delayed, rejected, or never considered.

Yet the fact remains that the College *has* acted, and though many programs are ongoing, few in the community are aware of them. Diversity programs are seen as *ad hoc* or fragmented. In the same way, the College each year provides a wide array of cultural events and activities, yet we hear from students that we need to provide more. We must do a better job of disseminating diversity related information; this has emerged as a major concern during our campus wide discussions.

Recommendation: Create an Office of Diversity Affairs in the new Student Center with a director and staff to work with cultural organizations. Among the activities of this office would be to stimulate shared planning among groups; provide programmatic and personal support to MOQA; coordinate PALANA Center programs; provide support to the Special Assistant to the President; work collaboratively with the Chaplain and Student Activities Directors; be the hub of the wheel of diversity programs and activities occurring across the campus; keep a master calendar of diversity activities; publish a monthly calendar of events; publish a monthly newsletter (articles, interviews with faculty, students, guests, grant announcements calendar, notice of new comers, and a “farewell” section); ensure production of “Diversity at Middlebury Now” brochure; and participate on a Campus Diversity Team of faculty, staff, and students. Explore the

possibility of having a “Diversity Page” in the *Campus*, as suggested by several student organizations.

Recommendation: Explore the possibility of relocating Coltrane Lounge, bringing AAA’s programs more to the forefront of campus life. AAA should also have a student organization office alongside the other cultural organizations, thereby being able to benefit from support of the Diversity staff.

#### **14. Revealing Ourselves to Each Other and the World**

Coupled with a small number of students of color, a community that is void of visual cultural and ethnic diversity offers a colorless environment. Time and time again, our meetings with students revealed their need to experience things that feel like home, or an environment that makes them feel comfortable. Obviously, we cannot change the natural environment, and in fact, all of our students cite the beautiful natural environment as a factor which attracts them to Middlebury. However, we can encourage students to influence certain physical aspects of the campus environment. While public space is closely regulated due to the needs of the summer language program, our community would be well served by providing space which students may decorate. The recent contest seeking the best photo taken by a student while abroad is an excellent model for adding visual diversity, and we hope the Study Abroad Office will continue to expand its efforts in this area.

The Committee on Art in Public Places is also encouraged to assume a leading role in selecting art that reflects the diversity of our community, and the regional and ethnic diversity of our society.

Recommendation: Ensure that the Committee on Art in Public Places reflects diversity in its composition and is charged with acquiring art work that represents diversity.

Recommendation: Prominently display artwork that reflects both the creativity and the diversity of students, faculty, alumni, and professional artists.

Campus publications make a point to include pictures of students and faculty of color. The College’s attention to diversity provides an opportunity for the publications staff to take a fresh look at what the College wants to convey to its community and to the outside world about our valuing of diversity. Including a variety of pictures representing different cultural/ethnic events of current students will challenge the cynical opinion that such pictures are mere tokens.

In several forums throughout our assessment process, there were comments about the tone in which we communicate our support of diversity in College publications and in media announcements. For example, the current College catalogue states:

Middlebury College complies with applicable provisions of federal and state law which prohibit discrimination...

While there are legal parameters which to some extent inform such language, we are told that other colleges go further in expressing their value for a diverse community. There is a hope that our non-discrimination language can be more welcoming of individuals from underrepresented groups as well.

## 15. Wider Community

The recent Asian Community Lunar Year Celebration at Kirk Alumni Center drew together people of Chinese, Korean and Japanese origin from the town and College. The idea had been presented to a College administrator by a local resident; soon a variety of College departments and student organizations were involved in making this a highly successful event. Though the most recent example of a diversity program for the extended Middlebury community, this event follows a long line of collaborative endeavors between groups from the town and groups within the College.

The local community has historically shown interest in and support of College students in general, and has demonstrated a special sensitivity to the difficulties faced by minority students in living in rural, predominately white Vermont. Students of color and international students, in particular, have found extended families through local churches. Students of color often worship in local congregations, and for several years the Cornwall Church sponsored community dinners that were prepared jointly with members of our ISO. Such outreach has engendered lasting personal relationships with families outside the College community.

During the early 1990s, in response to concerns from African American students that they were being treated with suspicion or other unwelcoming behaviors at some local shops, the Middlebury Business Association put the issue of race relations on their standing agenda for discussion and action. Representing the Association, businessman Tony Neri met with College administrators and students to discuss ways of improving the experiences of students of color in the larger community. The result was a series of dinners held at the Knights of Columbus and reciprocal dinners hosted at the Bi-Cultural House<sup>11</sup> for the Middlebury area business group.

Recognizing that a connection to the larger community would contribute to a greater sense of belonging at the College, the Minority Advisory Workshop, a group of 11 high school counselors from around the country, sought to assist the College in developing retention strategies for our minority students. In 1988, they recommended we establish a College-Community Task Force, invite high

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<sup>11</sup> Predecessor of the PALANA Center.

school and junior high school classes to the College for cultural events, and encourage minority students to participate in Big Brother/Big Sister programs. The Middlebury Business Association/Bi-Cultural Center partnership addressed the first recommendation for several years until student interest waned.

During the 1990s, the faculty and administration enthusiastically endorsed the concept of a collaborative effort to commemorate Martin Luther King. For several years large numbers of faculty, staff and students marched from the College to the town green, where they joined with similarly large numbers of students, faculty and administrators who marched from the high school. The program at the green included speeches, songs and prayers, mostly by high school and College students; St. Stephen's Church served hot chocolate. This was a moving and galvanizing event in its initial years, which gradually lost its impetus as the involved students graduated from their respective schools. Additionally, the media attention to the role of Malcolm X in the understanding of black/white issues in the US had an impact on many incoming African American students, for whom a community march in honor of Martin Luther King offered little meaning.

Despite changing interests, the local community maintains a desire to participate in programs related to diversity, and townspeople often comprise the largest portion of the audience in events related to cultural diversity. Recent examples are the concert series programs featuring music and dance of African and African American themes; Jane Elliott's "Anatomy of Prejudice" presentation, which had broad support and participation from local schools; and the first Ross Commons Martin Luther King Prayer Breakfast, at which area clergy, students, and families were in attendance.

Our PALANA Center activities enhance this element of town/College sharing with their programs that give attention to the rich racial and cultural diversity within the local community. Most notable is the PALANA Kids Program. An arm of the Community Friends, this program matches College students of color with children of color in the town, many of whom are part of multiracial and multicultural families. The program is supported by a variety of individuals from the College, the town, and members of Community Friends. The annual Kwanzaa celebration and the PALANA Kids Choir are examples of exceptional programs which fill a vital role in supporting diversity locally, and in providing that meaningful link to the larger community that the Minority Advisory Workshop envisioned for our students of color.

Several years ago, the College also hosted a conference sponsored by the Vermont Coalition for Lesbian and Gay Rights (VCLGR) that brought over 500 LGBT persons to campus.

Special Alumni events are additional avenues through which diversity is expressed beyond the campus community. This year's MiddGALA event

featured a lecture/discussion by Keith Boykin which brought the local and College communities together in dialogues on LGBT issues.

If we look around our state, it is evident that the composition of Vermont's population is changing, and as Governor Dean noted when outlining his priorities for the 1999 legislative year:

Because Vermont is only now becoming a diverse, multicultural state, we have an opportunity to avoid mistakes made elsewhere. It is extraordinarily important that we begin now to set a tone which condemns racism and makes sure that all citizens are equal and accorded the respect they deserve.

Middlebury College is poised to assume a position front-and-center in Vermont extending our reach more broadly throughout Addison County and throughout the state. Seeking ways to formalize our relationships with other Colleges on diversity programs and initiatives will strengthen the results of our separate efforts. For example, Middlebury and UVM students of color have shared events over the years; we believe that such connections with other Vermont colleges can enhance the sense of community for diverse student populations throughout the state.

Recommendation: Develop educational and social programs to enhance diversity efforts locally: a) organize semiannual social events for diverse student groups throughout Vermont; b) initiate and/or host NESCAC semiannual conferences on diversity

Recommendation: Consider involving minority contractors in College construction projects.

## **16. Survey**

It is vital that we continue to build a community of people with diverse backgrounds and experiences. This means that Admissions and Institutional Research offices must be attentive to the numbers – that more underrepresented students come to the College, and that they graduate. Various campus administrative offices have historically counted minority group students differently, which has made it difficult to assess our progress with recruitment and retention.

Numbers do count; but our preoccupation with them at times belies our progress. For example, when the College announced we had achieved our goal of graduating 10% US students of color, the announcement was met, not with enthusiasm, but with skepticism about the accuracy of the number. The reality that we already have on campus a critical mass of US students of color who escape detection may speak to the success of our efforts. But, we must remedy a climate that engenders easy distrust of information and initiatives.

Recommendation: Develop a survey process that will provide uniform and reliable statistical data to inform planning and discussion of diversity issues.

We also know from conversations with CSO administrators that there is a concern that students of color and students from lower socio-economic backgrounds may not achieve the same levels of success in their life after Middlebury. Concurrently, there is a belief, not quantified, that those students do not utilize the services of the Career Service Office (CSO) to the same extent that other students do. Perhaps students who are the first generation of their families to attend college require particular outreach from the CSO in order for them to plan and prepare for their post-graduation life.

Recommendation: Analyze the career success that students from underrepresented groups have achieved and, if indicated, develop ways for the CSO to be particularly effective in assisting those students.

## **17. Administrative Leadership**

Middlebury College has an extensive history of efforts to develop a rich and diverse faculty and student body. From the time of the King Commission Report in 1968 to present day initiatives, members of the administration and Board of Trustees have assumed leadership in advancing efforts to improve race relations. Our current president and administration are also committed to diversity, yet this fact is not widely recognized in the College community. An obvious source of skepticism regarding our commitment, commented on by many, is that our administration itself lacks diversity. That the administration does not mirror the composition of its community presents a visual contradiction to its stated values, and creates a sense of distrust among some members of the community; they hear the words, but do not see the evidence of diversity at the executive level. This situation is believed by many to be in urgent need of change.

Students, faculty, and staff look to the administration for leadership in matters of diversity. They need to see more individual administrators coming out in support of these issues. It meant a lot to students when the Provost and Dean of the Faculty were present at the candlelight vigil for Matthew Shepherd. It meant a lot to students that the president in a recent *Campus* letter spoke in support of FAM and MOQA. Clearly, the president cannot be physically present at every event students deem important, nor can he speak to every student crisis that arises.

Identifying someone in the administration who understands issues of race, class, ethnicity, gender, sexuality, and disabilities; who can handle and resolve politically charged events; who has authority to shape policy and promote change; and who will advise the planning of the president's and provost's calendars so that important, symbolic events will not be missed, would strengthen the administration's power to address diversity at the College.

In addition, the College needs a comprehensive approach to implementing previously proposed innovative ideas in addition to those which have been identified in this report. In particular, most of the students with whom we have spoken would like the College to devote more resources to coordinating and strengthening our internal efforts towards improving the overall climate of diversity. The day-to-day needs of underrepresented groups of students must be addressed in a comprehensive manner; concerted attention must be devoted to the area of faculty recruitment and curriculum development; and someone must have general oversight of the College's efforts in all areas of diversity, with the necessary authority to ensure the College's growth in this area.

Recommendation : Diversity must be reflected at the executive level. Appoint someone at the level of dean or higher, who possesses full faculty credentials and rank, to a position in Old Chapel. This person will oversee the College's efforts to obtain a more diverse faculty, assist chairs in their recruitment efforts, identify and develop new sources from which to draw applicants, and advise the administration in crisis management. The position should also include general administrative duties so that neither the position nor the person is marginalized.

We found that some students are concerned that the Special Assistant to the President is spread too thinly. He is being asked to respond in too many areas, each of which require considerable attention and oversight. As a result, some areas necessarily receive more attention than others. Particularly well-served are the external functions associated with this position. For example, the successful evolution of our admissions strategies to recruit students of color is in part due to his extensive outreach, both in strengthening relations with established feeder schools, and in developing new admissions sources. He works with regional alumni chapters for recruitment purposes, and assists the Alumni Office with MiddGALA and alumni of color programs. Yet another valuable external initiative is the college's exchange with historically black Colleges. All of these efforts are critical elements to our diversity initiatives and should not be compromised.

Recommendation: Implement a plan for the continued development of our outreach efforts.

Although diversity in race, ethnicity, and sexual orientation has been the primary focus of our concerns, we must mention that the lack of women in the administration is also a pressing concern. The Report of the Task Force on the Status of Women in spring 1997 called our attention to underrepresentation of women in upper levels of the administration. At the same time, some of our women faculty perceived that their intellectual authority was being challenged by certain male students in ways that were not being expressed toward male faculty. The question arises whether the small number of women in top levels of administration sends an unintended message to students that at Middlebury College, women are not capable of fulfilling positions of authority in the ways

that men are. We have a special responsibility to our women students to ensure that they see women represented at the upper levels of the administration.

The reality is that women faculty have been extended offers for positions in the Administration, and many of those offers were turned down. It would be instructive to know why these offers were declined. At the same time, we might attend to other obvious structural issues which affect climate. For example, as we have learned from students of underrepresented populations, there are inherent problems associated with being the only exemplar of a group in a majority environment, one of which is a sense of isolation. This factor may in itself influence the decision of some women faculty to decline a position in the administration. Another issue associated with being "the only one" is potential burn-out: in addition to her full-time administrative responsibilities, she is likely to be tapped as the sole or primary point-person whenever gender issues arise. We wonder whether responses to administration offers might be different were the woman candidate joining an administration with three or four other women already in place.

Women in leadership positions throughout the College need avenues for addressing conflicts between men in authority and women subordinates. Some women in middle-management positions believe that we do not have persons in positions of authority to resolve such conflicts. The Gender Report recommended that "Our ultimate goal should be to achieve roughly equal numbers of talented male and female administrators at the levels of vice president, dean and program director." We affirm this recommendation.

While we take the necessary steps to remedy this problem, we can also stress the achievements Middlebury already has secured. For example, of 24 members of the Board of Trustees, eight are women, one of whom is the chair; and one is a person of color. There has consistently been a woman in the academic administration since the mid 1980s, and women are well represented as department chairs, and on prestigious faculty committees such as the Committee on Reappointment. Middlebury has also been successful in hiring women in professional positions in Student Affairs and External Affairs. However, departments that provide professional and educational services to a student body which is half men and half women should strive to achieve greater gender parity among those who advise, counsel and teach students.

Recommendation: Address the climate issues that impede the advancement of women in the administration: 1) provide a forum through which tenured women faculty may speak candidly and confidentially about their reasons for declining positions in the administration offers; 2) provide structures through which manager/subordinate conflicts can be raised and resolved.

## 18. Conclusion

As with all academic communities, Middlebury College has its strengths and weaknesses. On issues of diversity, we are stronger than we appear, but weaker than we should be. Evidence of our strengths include: programs to attract a more diverse student body; retention efforts; PALANA, Chellis, and MOQA; ADA efforts; faculty support; and diversity in the curriculum. Areas of weakness include: too many students with feelings of distrust, fear, and marginalization; complacency of the majority; vandalism; negative perceptions towards the new social houses; too few faculty and students of color; too few opportunities to learn about US minorities; a white and predominately male administration. We have done much at the College; however, we can do better.

Our current situation presents unique opportunities to make the kinds of changes recommended in this report. Building upon a thirty year legacy of effort and accomplishments, a visionary approach to diversity – well integrated into our enhanced commons initiatives – will further distinguish us among our peer institutions and beyond. We have convincing evidence that liberal arts colleges which rank high nationally also receive high marks in diversity<sup>12</sup>, showing that academic excellence is not compromised when colleges become more diverse. We believe that providing today's students the social knowledge they will need to be successful in tomorrow's world can only improve learning within the liberal arts framework. Middlebury must not be derailed from this straight track to excellence.

Recommendation: Develop a statement from the President and Board of Trustees that sets a vision for diversity at Middlebury to a) convey that diversity is crucial to the quality of education b) set a tone of expectation that diversity will be a guiding principle around which the activities of all sectors are conducted.

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<sup>12</sup> See Appendix B.

## **Campus Center Model for Diversity**

The Campus Center should be a model for diversity. The design and structure of the space should convey that Middlebury College 1) values the diversity of backgrounds and talents of the members of our community, 2) cares about the human beings who make up this community, and 3) fosters the life of the mind in all aspects of our community living. The Middlebury community is multicultural; the Center should be a multicultural space visually and programmatically.

### **1. Principle**

We would like there to be an overarching principle or vision that connects a desired spirit of this center to the desired spirit of the commons.

### **2. Architectural Design**

Offices related to diversity programming should be arranged around a central space to facilitate collaboration and planning among the groups. (For example: the Warner Hall math and psychology suites.) Glenn Andres has good ideas for both interior and exterior designs.

### **3. Building Process**

A “functional details person” appointed from the Campus Center steering committee should follow the plans from start to finish to ensure that crucial design elements of the campus center are not lost in the process as has been the case in other projects.

### **4. Creating the Campus Living Room**

Visual arts throughout the Campus Center will reflect the diversity of the community, bringing a sense of familiarity and connection.

## **Proposed Campus Diversity Teams**

### **Executive Council**

Bi-weekly discussion and planning of matters related to faculty recruitment, curriculum development, institutional and systems planning

- Dean for Institutional Diversity (proposed position)
- Special Assistant to the President,
- Dean of Faculty
- Special Assistant to Provost
- Director of Diversity Affairs (proposed position)

### **Diversity Team**

Bi-weekly discussion, planning, problem solving group focused on community issues

- Director of Diversity Affairs (proposed position)
- Assistant Director of Diversity Affairs (proposed position)
- Dean of Student Affairs
- Associate Dean of Students
- Dean of Commons
- Chaplain
- Director of Academic Support
- Assistant Director of Academic Support (Posse)
- Associate Director of Student Activities
- Associate Director of Admissions for Special Recruitment
- ADA Coordinator
- Associate Director of Human Resources

### **Human Relations Committee**

Standing committee of faculty, staff, students to

- a) work with appropriate personnel in implementing the Diversity Plan
- b) monitor and interpret results from college data and draw appropriate recommendations
- c) advise the President and Administration on areas of diversity warranting attention or change

Current Members of HRC:

Miguel Fernandez

Roman Graf

Laurie Jordan

Sandy Vivian

Others to include:

Director of Diversity Affairs

# Subcommittee Reports

## Report of the Subcommittee on Campus Interviews

*Roman Graf, Laurie Jordan, Russell Plato '01*

Our subcommittee gathered information on the campus climate in respect to diversity through two open meetings, campus interviews with student, faculty, and staff groups, and conversations with individuals approaching the committee. Although many were anxious to have their voices heard, and we have put in many hours listening, we are aware that this is only the beginning of the listening process. In order to provide anonymity, this report will not separate the opinions of individuals or groups but summarize the overall content of the interviews. The report contains the views of eight student groups, representatives of religious groups on campus, one faculty/staff group and numerous individual opinions. Each group and individual used the following set of questions as the basis for their comments to the committee.

How do you identify at Middlebury?

Do you think Middlebury is a diverse community?  
(faculty/staff/students)?

Do you feel you matter?

Have you learned anything from someone different from yourself?

Does Middlebury take enough advantage of the diversity on campus?

Do you know of events/etc. that made someone uncomfortable?

What would your ideal campus be like?

Is there anything else you want to relate to us?

In most of our interviews and meetings, one of the first issues to surface was the definite perception that Middlebury College has a homogeneous dominant culture that it (the College as a social system) highly values. Those community members outside the "mainstream" felt isolated, excluded and undervalued. Many students believed that the most important remedy would be an increase in the overall numbers of students whose backgrounds would create a more diverse campus community. Marginalized students believe that the ideal campus would be what is called "majority minority," that is that the aggregate number of minority students and students who bring something new or different to the campus would actually total 50% or more.

Since so many minority students feel that they do not belong to the general Middlebury population, they tend to identify with their specific minority/interest group. Here they find a "safe haven" in an inhospitable setting. The smaller the group the stronger is the sense of marginalization which leads to a feeling of shame and low self esteem. They feel that their voices are not being heard on campus. The Student Government Association (SGA) was mentioned as not currently representing the diversity that already exists at Middlebury.

This sense of separation is especially strong among faculty and staff who commented that divisions were more enforced or visible at Middlebury than at other places. For example, if one is “out” in any sense of the word one automatically becomes categorized as radical. However, should individuals in this atmosphere assimilate too much, they are perceived as selling out to the majority.

The feedback we received, was often particular to one *group* or another, however students also expressed frustration that it was hard to be a different *individual* on this campus. Academic communities are supposed to be a safe place to be different, even eccentric, but Middlebury does not feel that way for many people. In an open meeting students compared the visual appearance of similarity with other places they were familiar with. For many this sameness seemed stifling. Others pointed out, that in fact, “we” are not “all the same” but that the dominant culture at the college does not take enough advantage of the limited diversity that already exists. Since difference does not seem to be valued, individuals themselves feel undervalued and the ability to attract greater diversity is exacerbated.

Some students felt that it takes too much student initiative, too much red tape, to program diversity events. Even when well planned cultural events requiring much student time and effort do happen, they frequently do not receive the attention from the “mainstream” that they intend. The students we interviewed felt that neither their concerns nor their offerings received appropriate community support; nevertheless, diversity and ethnicity are used by the College Administration and faculty when it is convenient, for example for marketing purposes.

There is a definite sense that minority and majority students, in fact, do not interact enough with each other and that some interactions are not positive ones. This affects students overall level of comfort. Lower Proctor was mentioned as a social space that feels comfortable to minorities. Two student groups voiced very serious concerns about safety on campus. They receive open verbal harassment, vandalism of their property, and are afraid of physical harm. In addition, these students have no idea to whom they would turn should they be attacked or threatened. Students and faculty suggested including questions such as “are you or are you not comfortable with gay and lesbian issues” on the roommate questionnaire. They also thought that diversity training for everyone on campus could contribute to a solution of the problems. Maybe events such as the “Screw Your Roommate” dance would be changed in order to do away with the assumption of a heterosexual orientation among all members of the college community. In this respect, faculty and staff criticized President McCardell for the personal comments in the papers last spring. They feel that he has not understood their message of tolerance and support.

Some students representing the religious groups felt that their polite requests and “through the channels” efforts to have their needs taken seriously were “going nowhere.” In the meetings with these students several issues came up again and again. Appropriate and equitable space for worship, fellowship, and

personal devotion was very important to several groups. All but two of the student religious groups have no office or storage space. Both the Islamic Society and Hillel proposed that a part-time professional religious leader be hired for their groups. Several students commented that they expected an educational institution to value highly the religious traditions of the world as an important and longstanding aspect of human wisdom and culture. This did not mean that religious faith would somehow be an unquestioned assumption as it has been in the past; they expected their faith to be challenged in college. However, numerous students at Middlebury felt that their beliefs were belittled and ridiculed. Students mentioned that the type of derogatory comment that would cause "heads to roll" if it were directed at one group is excused or considered amusing when directed at another. Several students had stories of prospective students who decided against Middlebury because another college was more supportive of student religious practices and values.

Students from many different groups mentioned that their roles as minority students interfere with their academic pursuits. They feel that they have "to educate everyone else all day long," which adds pressure to their already precarious situation. The majority groups on campus supported this view of minorities being in the roles of teachers. They lamented that it falls to the students to educate their peers.

This perception continues into the classrooms. Here, minority students also feel that their roles as teachers interfere with their academic goals. They experience classroom settings where they are singled out to represent their entire minority to the rest of the class. These students perceive that there is no diversity learning in Middlebury classrooms. They expressed the wish that faculty should look more like what we want the student body to look like. More classes focusing on various cultures have to be available. The curriculum has to reflect the importance of diversity to this campus and the College's mission to its students. In this respect the First Year Seminars could play an important role if we added a mandatory component of diversity to their composition. In the minds of most students the College assumes that "you have already found yourself or established your identity before you arrive here," when in fact this identity is still developing. Some students experience classroom settings where creativity seems not to be encouraged, rather structure and conformity seem to be dominant. Students ask for more interdisciplinary courses. The Sociology Department is perceived as already working on familiarizing students with the interaction between "real life" and academia.

To bridge these two realms, all groups call for a diversity center and something like a minority council. The majority groups, such as members of the Inter-House Council, support this request. Students from the "dominant culture" view themselves as such. They view the Middlebury Campus as primarily consisting of privileged upper white middle class students. Although they perceive this overall privileged atmosphere, they also voiced a need for more individuality on campus.

They view themselves as individuals who are forced to adhere to a prevailing campus atmosphere, especially with respect to physical appearance. Were there more culturally diverse members in the social houses, they believe this issue of a culturally normative physical appearance might change.

Also, they complained about the fact that socio-economic needs prevent many students from participating in the majority events. These students recognize the dilemma of non majority students and pointed out that majority students seem to have the *option* of learning from others who are different by *choosing* groups to belong to. Minority students are not offered that choice. They belong to their minority group and, therefore, their membership is not optional but a given. According to the majority group, Middlebury College could take more advantage of diversity on campus. Short conversations and daily interactions in small groups already matter to all student groups but could be supported more. The majority groups emphasized that they had learned from minority members on campus. In order to enhance the possibilities of discussions in smaller groups every group pointed out that smaller houses are more conducive to this endeavor than larger dormitories. In their opinion every student organization and club adds to the diversity on campus.

These clubs and organizations would contribute to the overall cultural offerings on campus. Students, faculty, and staff complained about the limited amount of culturally diverse entertainment, music, and art on campus. These events demand administrative support and leadership. The administration should physically reflect the diversity on campus. All want to have pride in what they are doing. They want not only to participate in a tradition but also to affect it, contribute to its changes, thereby developing a sense of community of their own.

For students, faculty, and staff the ideal campus would be diverse, safe, with intellectual discussions, and active administrative support.

## **Report of the Subcommittee on Middlebury College Diversity Reports**

*Sandy Vivian, Randy Cofield '01, Mary Duffy, Lydie Hudson '01*

There has been a long standing tradition of interest in diversity in the college's effort to provide a comprehensive living and learning environment for all members of the community.

From the 1968 King Report - the point where the College first began a program to attract students of color - to this present inquiry, the president and top level administrators have engaged a continuous examination of our progress towards achieving a diverse community.

Thirty years ago, it was noted that "the university must accommodate itself promptly to significant changes in the character of the people for whom it exists". The King Report was the result of a committee appointed President Armstrong in April 1968 to make recommendations to him on the role of Middlebury College "in the national effort to seek remedies for the grievous problems in our society of the urban ghetto, poverty and racist discrimination". The report stated that "if Middlebury is to make a contribution to the national crisis, it must do so through its special status as an institution of higher learning".

Recommendations from the King Report included: the appointment of a minority person to a high staff position in the College, expanded efforts to recruit minority students, increased numbers of "risk" admissions among minority students, increased financial aid funds for minority students with need, establishment of a summer remedial program, increased efforts to recruit minority faculty, examination of the curriculum with the aim of adding courses and materials relating to diversity.

The Twilight Report in 1982 reiterated many of the same recommendations from the King Report. They were lengthy and detailed. Briefly, the initial recommendation called for a mechanism for ongoing monitoring of minority student life, cited expanded minority student recruitment, and asked that the office of the Provost be charged to submit an annual report to the President which would be distributed to the college community. Admissions was charged with updating the minority student pamphlet every two years and providing orientation programs for all admissions staff in order to increase sensitivity to minority concerns. Financial aid should try to reduce large financial debt burdens. The pre-enrollment program was made a permanent part of the annual calendar. Minority faculty recruitment should be a top priority, with special incentives such as reduced teaching loads offered. A Minority Studies concentration was proposed.

In 1987, a comprehensive program for the recruitment and retention of Hispanic students was proposed. The Admissions Long-Range Planning report

that same year asked the college to strengthen its resolve to achieve a more diverse student body, particularly from lower and middle income families as well as from other racial backgrounds. That report stated that the college was doing poorly in the area of providing to minority students and their parents significant role models among the faculty and staff community. Financial aid issues were cited: debt burdens for students, and the work requirement of aid packages compromising time for academic work or extracurricular involvement.

Also in 1987, a group of 11 counselors of minority students from across the country was convened in Middlebury. Called the Minority Advisory Workshop, the group noted that little progress had been made in the five years since the Twilight Report. The principal recommendations follow:

- ❖ Financial aid was of paramount importance. Middlebury was not meeting the needs of minority families. The jargon of aid materials is unintelligible. There is an absence of communication between the Admissions and Financial Aid offices. Comparable institutions offer better aid packages; we need to improve our packages.
- ❖ Admissions should use other sources, including churches, community groups, and minority social organizations, to expand recruitment.
- ❖ Seek agreements with community colleges, similar to the one with LaGuardia Community College.
- ❖ Utilize minority alumni for recruitment.
- ❖ Hire or have available a bilingual staff person for admissions and financial aid work with Hispanic students and parents.
- ❖ Review the Twilight report; convene a task force to provide ongoing assessment of minority students.
- ❖ Infuse existing courses with minority content.
- ❖ Address quality of life issues must be addressed and there must be more community awareness of racism; establish a task force and provide training for faculty on awareness of racism and issues related to curriculum enhancement.
- ❖ Hire an advisor to minority students to meet counseling, spiritual and other needs.
- ❖ Promote minority speakers on campus. Establish relationships with other schools to pool resources for speakers and social events.
- ❖ Hire more minority faculty and staff, including someone to direct all minority programs.
- ❖ Maintain an ongoing relationship with parents of minority students.
- ❖ Gather more info on why minority students leave Middlebury.
- ❖ Consider formation of theme houses/dorms.
- ❖ Develop special support services for community college and other older students.

- ❖ Institute summer program for minority students after the 9<sup>th</sup> and 10<sup>th</sup> grades to get students thinking early about Middlebury.
- ❖ Continue the summer science program for juniors.
- ❖ Increase focus on parents in the recruiting process to make them more comfortable with Middlebury; develop a brochure about the minority experience at Middlebury; produce a video with minority focus.
- ❖ Use work-study programs to send minority students to work in community high schools; find work-study jobs with alumni or in other situations that will help them understand the meaning and value of the liberal arts.
- ❖ Identify individuals in the Admissions Office who would be willing to learn Spanish, perhaps through the summer language school.

This group reconvened the following year at the College to discuss progress made and suggest future direction. Summarized recommendations follow:

### **Financial Aid**

Re-examine the materials used in the financial aid application and award letters. Find new ways to serve better the needs of middle-income families. Set up an after-hours system to cover phones.

### **Admissions**

Continue to expand and diversify the applicant pool by increasing the numbers of schools and numbers of visits made by Admissions staff. State more directly the College's commitment to a pluralistic diverse faculty, staff, administration, and student body. Produce more materials that introduce Middlebury specifically to people of color; produce a video relevant to concerns of minority students.

### **Retention**

Improve the pre-enrollment program and monitor student progress through the first semester. Increase resources of the tutoring center. Investigate other programs that promote academic achievement among minority students. Hire someone to work with minority students to provide leadership and development of personal strategies for functioning in the U.S. as minority adults. Create a peer facilitator program. Set up exchange programs with historically black institutions. Fund a minority alumni program.

### **Faculty and Staff Development**

Develop programs and strategies to involve all faculty in issues of racism and sexism. Train freshmen advisors to work with students at risk. Provide resources for faculty to revise/devise courses to incorporate minority content. Fund the

adoption of a high school program in NYC to provide sharing of experiences. Set up a faculty exchange program with historically black institutions.

### **Community Interaction**

Establish a College-Community Task Force. Create Community/College support groups for people committed to ending oppression. Invite selected high school and junior high school student classes to the college for cultural events. Encourage minority students to participate in Big Brother/Big Sister programs. Seek foundation support for minority artist/craftsperson in residence at the college or in town. Ask the local papers to devote a regular column to coverage of multicultural and minority-oriented events. Set up a professional internship and mentorship programs in the community. Broaden freshman orientation to include more community involvement. Develop a minority business enterprise plan to encourage bids from minority contractors.

Also in 1988, an update of the Twilight Report was written in response to the call for continued evaluation of the efforts made on behalf of minority members of the College community. The recommendations can be synthesized into six main categories:

1. Increased commitment to enrolling minority students and to providing adequate financial aid when that is needed
2. Refinement and enhancement of the pre-enrollment program
3. Highest commitment to the hiring of minority faculty members
4. Increased commitment to minority studies in the curriculum, including the establishment of a minority studies concentration
5. Increased attention to orientation programs for faculty and student residence hall staff, to minority cultural and social activities, and to special events for minority alumni
6. Annual monitoring of the college's commitment to minority concerns.

The report also notes that, as a result of effort by the Community Council, the Human Relations Committee, and the Faculty Council, a new racial harassment policy was approved and made part of the college handbook. This provided a clear definition of racial/ethnic/religious harassment and established mechanisms and procedures for enforcing that policy.

In 1990, the Committee on Attitudes Towards Gender was created after a mutilated female mannequin was hung from a fraternity balcony in the fall of 1988. The committee met for two year and examined the attitudes of students, staff, and faculty towards gender. They found that gender inequities existed throughout the social, academic, and professional spheres. The committee recommended that the college increase the representation of women on the faculty as well as within the administration. They also suggested that the

administration educate the campus about sexual assault and alcohol abuse; the creation of a women's center was proposed.

During 1990 there were a series of discussions that John Emerson, Dean of the College, conducted with the Minority Retention Working Group (representatives of Admissions, Financial Aid, Dean of Students) and the Minority Issues Groups (ad hoc group of student affairs staff and faculty). The focus of the discussions of the first group was prompted by concern with the drop-out rate of black student; the second group emerged to support and advocate for black students, the majority of whom were experiencing isolation and general dissatisfaction with the quality of life. Discussions for a Bi-cultural Center began to emerge from black students, and the Minority Issues Group assisted in its planning.

In 1991, President Light hired a consultant to conduct a Needs Assessment of Strategies to Achieve Diversity. Her study consisted of a series of interviews with students and top level administrators. The consultant described the college as being in a transition period, in which it was entering a second major stage of growth in the area of diversity. She observed an urgent need to plan for the anticipated increase in enrollment of African American and Hispanic students that next fall, which would ease the entry of students of color, and minimize anxiety of the white population. Recommendations included:

1. A three day faculty retreat, a campus forum on building a multicultural community
2. Improving campus climate (develop genuine interest among faculty, address white male grief, link race and gender)
3. Hire multicultural affairs staff, improve admission planning, communicate affirmative action plan with students
4. Develop a plan for the next phase of diversity

In 1991, the Committee to Enhance the Experience of African American and Hispanic-American Students at Middlebury, was appointed by Community Council as part of the process to implement changes recommended by the Report of the Task Force on Student Residential Life and mandated by the Board of Trustees. Their recommendations were:

**African-American and Hispanic-American Cultural Center:**

Establish a center to serve the intellectual, residential, social and cultural functions for students, staff and faculty. The center would be located in a residential house on campus, provide living space for 12-15 students, a seminar room, student offices, a library, and offices for some faculty teaching in African-American and Hispanic studies. Students would be selected to live in the center based on demonstrated academic and intellectual interests and

commitment to developing special programming to support interests throughout the college community.

**Minority faculty:**

The College must increase its efforts to hire minority tenured and tenure-track faculty and the report urged the College to give this its highest commitment. The policy whereby departments could receive a temporary increment if they identify a qualified minority candidate has resulted in little change in the makeup of the faculty. Stronger incentives than a temporary increment should be devised. The College should research the recruitment programs at other colleges having greater success.

**African-American and Hispanic-American Studies Programs:**

The College should establish the scholarly area of African-American Studies as an academic major, and develop an integrated set of courses which explore the cultural heritage of Hispanic-Americans. The report provided a partial list of colleges with established programs in African-American Studies: Amherst, Bowdoin, Carleton, Colby, Haverford, Swarthmore, Trinity (CT), Wesleyan, and Williams.

**Recruitment, Retention, and Financial Aid:**

The report recommended continued emphasis on recruitment of qualified students of color, noting that focus needs to be on the students' chances for success and not on the numbers alone. They also recommended that the Minority Issues Group focus more specifically on steps to improve retention, or that a group be organized for that purpose alone. Also, steps should be taken on the part of the Financial Aid Office to improve communication with students of color: new and returning students need to better understand their financial aid packages, changes from year to year need to be anticipated and explained.

**Support Staff:**

The report recommends that African-American and Hispanic-American professional support staff be present in the following areas:

1. Newly-proposed Cultural Center (position to have joint appointment with Student Activities)
2. Dean of Students Office
3. Center for Counseling and Human Relations
4. Department of Academic Support
5. Admissions Office
6. Financial Aid Office

7. Pre-Enrollment Program
8. Assistant to the Chaplain
9. Writing Center/Peer Tutoring Program
10. Athletic Department

The report noted a glaring lack of minority persons in the college administration.

A previous Human Relations Committee addressed the question of cultural diversity in Middlebury's curriculum and faculty development. In 1991, they issued a short report that highlighted the lack of academic and institutional diversity awareness. The report recommended that the college create a distribution requirement for cultural diversity and social justice. It also recommended that faculty seminars be created to introduce and incorporate diversity into the curriculum and teaching. Additionally, it suggested that annual diversity awareness courses, in conjunction with the faculty seminars, reaffirm diversity issues at the college.

In 1992, President McCardell issued a memo to the community following student demonstrations, which committed the College to an aggressive plan for the recruitment and retention of students, faculty, and staff of color over the following three years. In addition, the college would pursue a diversified curriculum, provide adequate funds to cultural student organizations, establish a Bi-Cultural Living and Learning Center, and appoint a special assistant to the President for multi-cultural affairs.

In 1996, a researcher from Gettysburg College used Middlebury as one of six colleges in his research project to assess the climate on campus for gay, lesbian, and bisexual persons, especially students. In addition to a student survey, he also interviewed 14 administrators and faculty who were deemed important in understanding the climate; interviewed 13 students who self-identified as lesbian, gay, or bisexual; and assessed selected college offices (admissions, library, athletics, counseling, and bookstore) for their sensitivity and understanding of gay, lesbian, and bisexual issues.

The researcher noted that he believes "that there is a real lesbian/gay community on the Middlebury campus that is not found on most other campuses and certainly not on the campuses represented in the study".

While there were positive comments made about this being a safe and tolerant place, there were also cautionary comments that an atmosphere of silent prejudice is felt. The researcher noted several concerns and suggestions:

1. Lesbian/gay students want increased visibility, more educational efforts, and conversation on campus about lesbian/gay issues
2. Courses, Queer Studies program, and the integration of lesbian/gay issues into the classroom

3. Strengthening of a diversity component during the orientation of first year students, to include formal discussions of sexual diversity
4. Incidents of overt homophobia that seem to occur somewhat regularly on campus should be cause for concern
5. While members of the administration are clearly sensitive to lesbian and gay issues and persons, it does seem that those at the highest levels need to make stronger statements and take stronger stands than are currently occurring.

In 1997, a Task Force on the Status of Women at Middlebury provided a follow-up report to the 1988 Committee on Attitudes Towards Gender. The report highlighted the findings of the previous gender report and noted the changes that had been made, though it cited that gender inequity continued to exist within the faculty and administration of the college.

The report recommended that to attract female staff, the college should offer flex-time, be sensitive to partner employment issues, and address day care. The authors suggested that the Women Studies Program have faculty members appointed solely to that program rather than sharing faculty with other departments. Regarding improved social life of female students, recommendations included more and different living options on campus, more attention to eating disorders, and promotion of student leadership skills.

## Report of the Off-Campus Visits Subcommittee

*Andrea Olsen, Miguel Fernandez, Ebony McDonald. Associate member: David Barrutia*

### ***What we did:***

The off-campus subcommittee chose to interview the following five schools based on their top reputations in areas of diversity and their similarity to Middlebury in terms of resources and educational goals: Amherst College, Williams College, Swarthmore College, Dartmouth College, and Hampshire College which are identified in this report as resource schools. We also gathered information from Oberlin College, Smith College, Bates College, Mount Holyoke College, Rice University, Bryn Mawr, Haverford College, Ithaca College, plus Syracuse University, U. of Maryland, U. of Michigan. (See Appendix B)

Informed by our a) Diversity retreat with Dr. H. Lawrence McCrorey and Dr. Kathleen Manning from UVM, b) three open meetings on campus, and c) interviews with student groups, we formulated a series of questions to use as a basis for our off-campus visits. Our committee also interviewed Middlebury as an “off-campus visit”, using the same questions, to clarify diversity resources on our campus. We had bi-weekly meetings throughout the fall to reflect on our work.

From our findings it seems that all, or at least the majority of the colleges we looked at with successful diversity initiatives have the following:

- ❖ Faculty and administrative positions (with support staff) devoted specifically to diversity efforts (including AA officer for hiring)
- ❖ Multicultural center with staff
- ❖ Faculty, staff and student training programs
- ❖ Housing options
- ❖ Strong diversity curriculum (often requirements)
- ❖ Broad involvement: commitment is across-the-board, top down, inclusive
- ❖ 2-4 ABD minority graduate interns who teach one class and assist with diversity programming while writing their dissertation

This report includes the questions and selected responses, insights, innovations and resulting recommendations which seem applicable to Middlebury.

### **How does the administration officially support diversity?**

- ❖ Amherst, Swarthmore, Williams had official statements from the president and trustees announcing commitment to diversity initiatives. (Note that these are also the top three schools in *US News* College Ranking, and also make the top 50 list in the *Black Enterprise* ranking of schools nationwide.)

Resource schools generally agreed that:

- ❖ Diversity efforts work best with a top down, bottom up relationship: A strong commitment from the president and trustees, implemented broadly across the college from faculty, staff, student initiatives. (The trustees and the president should be committed to the goals and objectives, and the faculty, staff, students are actively involved as formulators of initiatives and evolving policy)
- ❖ A centralized approach which includes administration, faculty, staff, and students in all initiatives, is most effective.

*Note: a successful centralized approach means that the officially sanctioned diversity personnel use their roles to facilitate broad involvement across the campus, so that everyone feels involved.*

- ❖ Once principles and recommendations are in place, there should be a centralized person or persons with office and support staff in a prominent, visible location, committed to putting the plan forward; otherwise, it falls through the cracks.
- ❖ A Diversity task force or advisory committee (with some rotating membership, representing all sectors of the college) should be formed to work with diversity personnel, help educate the campus, and keep broad involvement.
- ❖ Personnel: at least one diversity officer should have an office in central administration building and report to the president;
  - Faculty status is useful (for respect with that group)
  - Must have power to effect change. (Amherst, Dartmouth, Hampshire, have AA officers who serve on or have delegates on every search committee and can effect hiring.)
- ❖ A long range plan with clear methods of evaluating results should be formulated and updated. (Williams did a 10-year plan for hiring and curricular development)
  - Visibility: the campus center should be the diversity model for the campus. When possible, it should include offices for diversity coordinators, although some offices should also be in main administration building
  - Public spaces and art work should reflect a commitment to diversity and enhance vitality and encourage creativity on campus.

### **How do you define diversity at your campus?**

1. Amherst uses the Ford Foundation model.

Diversity Awareness (including race, nationality, faith, and social background); Disability Issues (physical or mental difference); Sexual orientation (Gay, Lesbian, Bisexual and Transgender; issues); Sexual Harassment/Sexual Respect; and women, work and family life issues.

(Diverse race, nationalities, faiths, disabilities, sexual orientation, gender equality and social background.)

At Amherst, this includes working subgroups for:

- Diversity Awareness (race, nationality, faith and social background)
- Disability
- Gay, Lesbian, Bisexual and Transgender
- Women, Work and Family life

We were encouraged by all diversity officers interviewed to keep race and ethnicity as a major focus of our report. All areas are important, but those issues must receive prominent and consistent attention on our campuses today.

Goal of Affirmative Action office: to support the continued development of diverse and inclusive community in which all persons feel that they are accepted and that their rights are protected. (Amherst)

**What is the interaction between curriculum and diversity? Are there specific courses focused on diversity?**

- ❖ Resource schools agree that curriculum is the cornerstone of diversity efforts. In general, faculty are the most resistant to change.
  - ❖ Hampshire takes the lead in this area. One third of courses have diversity component. (see catalogue)
  - ❖ Dartmouth: Ethnic Studies requirement in curriculum; *Campus Cultures* faculty subcommittee for curriculum focusing on diversity
  - ❖ Curricular development incentives. Programming incentives. (see Funding below)
- Innovative:* Hampshire courses in “other” designations must include a diversity component.

**Do you have a specific focus or emphasis?**

- ❖ Although all resource schools seek broad representation of diversity, some schools have specific outreach areas:
  - Dartmouth: Native American
  - Hampshire: local inner city (James Baldwin program)
  - Middlebury: international students; Intercity/NY Dewitt Clinton/Posse Program
  - Swarthmore: social/economic/cultural diversity (Mostly new admissions staff since new President arrived with diversity initiatives)

- ❖ *Dissertation Fellowships*: They generally teach one course, do programming, and create a link between students and faculty in age and interest. (Could be a recent MFA graduate for Arts programs).
  - Dartmouth has 4 Dissertation fellowships/ ABD: Native American (1), Latino (1), African American (2). They teach one course and assist with programming and affiliate with special interest houses.
  - Williams has the Boling Fellowships: Boling Fellows do not teach the first semester, then teach one course second semester.
  - Williams: Post Doc program for 2 years that has been successful in bringing in African American Women
  - Swarthmore post Doc program; a very visible change in presence of faculty of color.
  - Swarthmore: Mellon Scholars contribute to Asian and Latino faculty populations
  - Amherst has 3 per year.
- ❖ *Critical mass*
  - 25% students of color offers a critical mass of students on campus for change. (Holly Satera, Dartmouth)
  - Amherst has 30%; Dartmouth 25% (Largest % are Asian, then African American, Hispanic, Native American); Swarthmore entering class was 34% students of color (11% Hispanic, 11% Asian American, 10% African American, plus 11% gay/lesbian/bisexual/transgender diversity); Williams 22% US students of color; Hampshire 30% students of color (goal); Middlebury 13%.
- ❖ *Innovative: Ph.D. Intern suggestion/Native American Students: Vt. Law School: First Nations Program* has excellent exchange resources; special interest in Environmental Studies (Dean Swahey).

**Is there a college-wide policy dealing with diversity? How is it communicated and to whom?**

- ❖ Resource schools agree that the College should state its policies in clearly visible ways.
- ❖ Middlebury uses the Handbook to communicate policy – Mission statement: “the college seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others.” (p. 3) Non-discrimination statement (p.157)

**Diversity personnel models:**

- ❖ At Williams the Dean of the College (reports to the President) is responsible for minority interests as well as academics, residential life, extracurricular activities, foreign students, graduate programs and fellowships – and the multicultural center (faculty member as director) reports to the Dean of the College). Multicultural Center staff consists of a director, an assistant to the director, a program assistant, a secretary plus several student workers and interns); Chaplain.

- ❖ At Hampshire there are 7 people institutionally committed to issues of diversity: Associate Dean of Community Development (reports to Dean of Students); Coordinator of Cultural Center (Under Dean of Students); Office of Multicultural and International Education – 2 positions (Under Dean of Faculty); Office of International Education – 2 positions (under Dean of Faculty) Affirmative Action Officer (Under President's office). This includes secretarial support. The cultural center also has 10 student assistants.
- ❖ At Amherst the Affirmative Action Director supervises all minority efforts (Reports to the President) with part-time secretarial support.
- ❖ At Swarthmore: Dean of Diversity Affairs; Assistant Dean and Director of Intercultural Center (works with Asian American, Hispanic Native American, Gay/Lesbian students.); Assistant Dean and Director of Black Cultural Center; Associate Dean of the College for Student Life; Assistant Dean and Gender Education Advisor. (Offices both in cultural centers and with other Deans)
- ❖ At Dartmouth: Trustees Diversity Committee; President; Senior staff (one person identified to publicly respond to Diversity issues o campus and nationally/internationally if they warrant response); Dean of College (Diversity Committee chair – committee has 25 members); Equal Opportunity and Affirmative Action (2 full time/1 3/4 hire) – sponsor training programs; Class Deans (Take all harassment reports); Sexual Assault Program Coordinator.) Health Coordinator; Affinity Group House advisors (faculty); Arts Programming for Hopkins Center; Women's Resource Center; Native American Studies Coordinator (faculty) Admissions Personnel; Alumni Relations.
- ❖ Innovative:
  - Dartmouth Health Coordinator has programming around cultural perspectives on health issues; lecture series on Native American Healing/Alternative Views of Health.
  - Dartmouth has Diversity Film Series, shown in Affinity Houses.
- ❖ What is the procedure when assault occurs: (Question in response to Middlebury Student concerns that they don't know where to go if assault occurs; they don't trust the current channels.)
  - Dartmouth: Sexual Assault Program Coordinator: If assault occurs, a student goes first to their class dean (same person all 4 years), then follow official channels

**Is there specific funding for diversity programs? Who administers it?**

- ❖ Dartmouth \$70,000 annually: Bildreau Endowment for Diversity and Intercultural Dialogue – programming. Any area of the college can apply to sponsor or program events which are diversity related. Must be part of central publicity;
- ❖ Hampshire \$5000 available for curricular initiatives (\$100-\$500 grants for course development)

❖ *Innovative: Dartmouth*

- “Art represents Diversity.” – Holly Satera: Residential life has budget for buying student art. (Every room in student center was filled with art work, student, alumni, faculty and professional; multicultural art exhibit in student gallery)

**Is there a diversity component within residential life?**

- ❖ Amherst has special interest houses
- ❖ Dartmouth: Affinity Group houses: Latino, Asian, Native American (GLBT proposed) Note: strong feeling that this is an effective residential component, although they are now reevaluating policy because there are so many requests. “If it's separatist, it's not working. As the advisor, you make it a link which connects back to the larger community.”<sup>13</sup>
- ❖ Hampshire has designated housing which changes year by year (can request specific designation for a floor of a dorm or an apartment)
- ❖ Williams has no residential housing (fraternities abolished in 1962, and no one wants to reinstitute “special” housing); positive student feeling about diversity efforts.

**Admissions? Career Services? Publication?**

- ❖ All resource schools interviewed have diversity brochures in admissions.
- ❖ Most have a designated diversity officer in admissions. This includes efforts in retention, advising, and post-grad follow-up
- ❖ Faculty recruiting

**Are there any training programs for faculty, staff, students, residential staff?**

- ❖ All resource schools have various forms of training programs on campus and offered by professionals. Sponsored by AA Officer at Amherst and Dartmouth and Hampshire.
  - Dartmouth:
    - Campus of Difference (30 trainers, 1000 each year trained at Dartmouth including Athletics, Service people, student groups, campus newspaper).
    - A Winning Balance (new program focused on campus-wide issues more than individuals);
    - Classroom Cultures: Faculty Diversity Group looking at curriculum.
  - Summer programs (Swarthmore, Williams – like PEP program at Middlebury).

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<sup>13</sup> Comment from Holly Satera, Dartmouth

- Swarthmore: 3-day winter institute on Diversity – (evolved from NCBI) \$10,000 endowment for this program
- Most have diversity training for all incoming students (2 hr session), new faculty, new staff.
- Diversity training at Dartmouth can be required for any area which is not “doing well” with diversity. End of year staff reports must include diversity component, and plans for future. (includes athletics and all service staff)
- NCBI

**Is there a hiring policy in place for diversity affecting the administration, faculty, staff, students?**

- ❖ Amherst, Hampshire have Affirmative Action officers who serve on all search committees or send delegated representatives. They also sign off on job announcements and help by staying in touch with graduate programs with strong Ph.D. programs.

**How did your school get where you are? Specific hurdles did you encounter? Lessons? How do you evaluate effectiveness through time**

- ❖ All resource schools (including Middlebury) implemented recent diversity initiatives in response to student demand. (takeovers, protests)
- ❖ Once a critical mass of diverse students and faculty are on campus, change occurs on many levels
- ❖ Curriculum is most effective tool for change. Faculty often the slowest to respond.
- ❖ Evaluation must be systematic and regularly scheduled. (see subcommittee on evaluation procedures/Middlebury)
- ❖ Swarthmore went from 4% students of color in 1993, date of their student take over of Admissions office, to 34% entering class in 1997; Cobo Diversity Task Force developed a 10-year plan to hire and develop curriculum.
- ❖ Any let-up in diversity efforts for hiring results in loss of faculty/backsliding of diverse faculty initiatives.
- ❖ *Innovative:*
  - Consider Religious life part of diversity efforts.
  - *Dartmouth suggestions (Holly Satera, Dean of Students; Chair of Diversity Committee):* Diversity efforts fundamentally are about community. Engage a social change model of leadership includes the following process: Assess, plan, implement, evaluate, then begin the cycle again. Think about principles which govern behavior, the ways difference is viewed. Systematically establish priorities. Recognize that the arts represent diversity, and include interior spaces in your design for a safe and supportive environment on campus. Consider the student center as a visual model for diversity efforts on campus.

### **Cultural Centers; Programs related to Diversity**

- ❖ See Swarthmore, Williams, Hampshire interviews in Appendix A for specific recommendations on Cultural Centers.
- ❖ See Amherst, Swarthmore interviews for detailed programs related to Diversity.

### **Why is diversity important on your campus?**

All resource schools agree that changing demographics and student demand require diversity initiatives.

Many experts predict that by the middle of the next century (in the United States) non-Latino whites will comprise only 59% of the US. population. The African American population is expected to double; the Latino (Hispanic) population is expected to grow by nearly 200% during the same period; the Asian American population is expected to expand by nearly 400%. Islam is the country's fastest growing religion. These groups will play increasingly decisive roles in the nation's future.

Educators have a special responsibility for addressing issues of cultural diversity. They must help prepare young people for citizenship in a society in which understanding and respecting differences among people are necessities, not just civic ideals... We urge teachers to help their students find ways to translate what they are learning into concrete action in their classes and communities which contribute to a more inclusive society.<sup>14</sup>

Diversity awareness promotes an environment of respect.

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<sup>14</sup> The National Conference: Educator's Guide to "I Am America"

## Report of the Survey Subcommittee

*Bill Peterson, Susan Campbell, Janine Clookey, Curt Goldman '00*

The survey recommendations presented here constitute one part of the Human Relations Committee's overall strategy for assessment, which has also included open campus meetings, interviews with student groups, visits to peer institutions, and a review of the College's past reports on diversity issues.

We recommend an ongoing process of surveys to provide quantitative measures of experiences and behaviors related to diversity issues. In our interviews with student groups, we have heard numerous accounts of situations on campus that make minority groups feel unwelcome. These range from major incidents like the April Fools' edition of the *Campus* to more regular day-to-day situations which contribute to a perceived climate of insensitivity. The goal of the survey would be to document the nature of such problematic behaviors, the individuals or groups at whom they are directed, the individuals or groups responsible for them, the locations where they take place and the frequency of occurrence. The survey should be campus-wide, with the goals of assessing the experience of target groups as well as awareness of these problems in the general student body.

Given the sensitive nature of these issues, it is essential that the survey be professionally conducted. Careful attention must be given to the framing of the questions, the confidentiality of the responses and the documentation of the findings. We therefore recommend that the survey be conducted by the Office of Institutional Research, with the commitment of any additional resources needed by that office to complete the task. *It must be clearly understood that this is a major undertaking.* The recent alcohol survey can serve as a model. While research by Wechsler at Harvard provided a point of departure, the subsequent development of a survey instrument appropriate for Middlebury took place over a period of several years, with pilot surveys used to refine questions and procedures. This level of effort has certainly proved worthwhile, and we now have high-quality, reliable data to inform alcohol policies on campus.

To provide reliable information, and to ensure credibility within the community, it is essential that the diversity survey meet similar high standards. We recommend that there be 3 rounds of data collection, beginning with a "formal pretest" to generate baseline data and to fine-tune the survey instrument. This will be followed up 12 to 18 months later with a "refined version" that has been modified as needed to address problems identified in the pretest. The same survey should then be repeated three years later to provide a post-assessment. This self-comparison will allow the College to evaluate its own progress with diversity initiatives. Such an ongoing assessment strategy is consistent with the College's overall institutional planning goals. Our suggested timetable is that the formal pretest take place in Spring 1999 or Fall 1999, the

refined version in Spring 2000 or Fall 2000, and the follow-up in Spring 2003 or Fall 2003.

To provide a meaningful basis for statistical comparison, the survey must be conducted via a random sampling of the student body. At the same time, we recognize the need to hear voices of smaller groups. Therefore, we propose a systematic over-sampling within certain target groups.

### **Tentative Survey Outline**

We have provided to Becky Brodigan, college Director of Institutional Research and Analysis, copies of survey instruments obtained through HRC's off-campus visits. Becky has identified references to similar instruments in the publication "Campus Climate: Understanding the Critical Components of Today's Colleges and Universities" (Jossey Bass Publishers, Summer 1998), and she has on order a copy of their *College Students Experiences Questionnaire*. We anticipate that these materials can serve as a guide for developing the pretest version of the Middlebury survey.

Here is a preliminary outline of the kind of information we wish to obtain.

- I. Self-identify by group.
- II. Have you had an experience in which you were made to feel uncomfortable because of your group identity?
  - where (in dorm, in class, athletic event, social event, etc.)
  - who responsible (faculty, staff, student)
  - how often do such events occur
- III. Reaction—how has this affected your own behavior?
  - time or place where you eat
  - decision to go to class (drop a class?)
  - choice of social events to attend
  - choice of co-curricular activities to participate in
- IV. To whom can you turn for support in such situations?
  - administrator
  - dean
  - faculty
  - coach
  - peer group
- V. Have you witnessed any of the behaviors described above directed at someone other than you?
  - where, how often, etc.
- VI. Reaction—what was your response to the incident?
  - intervened to change the behavior
  - reported incident to \_\_\_\_\_

## Appendix A – Off-Campus Visits

## **Amherst College Visit**

*Andrea Olsen*

*Hermenia T. Gardner, Affirmative Action Officer*

*Friday, December 4, 1998*

### **How does the administration officially support diversity?**

Trustees statement on diversity issued, 1996.

The Affirmative Action Officer, Hermenia Gardner, is the key person responsible for diversity on campus, plus her part-time administrative assistant. She reports to the president, has a prominent office in the main administration building, and has developed a proactive, workgroup model which includes individuals from all sectors of the college which meets 4 times each school year, with subgroups meeting at least once a semester in addition.

It is Hermenia's responsibility to keep all aspects of the college engaged in diversity issues, and to use each sub-group as part of an educational process.

### **How do you define diversity on your campus:**

Amherst uses the Ford Foundation model. Diverse race, nationalities, faiths, disabilities, sexual orientation, gender equality and social background. This includes working subgroups for:

- Diversity Awareness (race, nationality, faith and social background)
- Disability
- Gay, Lesbian, Bisexual and Transgender
- Women, Work and Family life

Goal of Affirmative Action office: to support the continued development of diverse and inclusive community in which all persons feel that they are accepted and that their rights are protected.

Trustees statement on Diversity at Amherst College, 1996 begins by stating: "Over many, many years, Amherst College has reached out to include in its midst talented persons of diverse races, nationalities, faiths, and social backgrounds."

**Specific focus or interest?** Diversity figures at Amherst are now 1/3 American students of color (see addendum). There are relatively few international students, and this is a current subject of discussion (i.e. desire to increase this pool.) Post doctoral fellowships are available for individuals of color working on their dissertations through the 5 College Fellowship program.

### *1998 Minority Statistics: Faculty and staff*

- Staff: 5.6% minority
- Faculty: 11.9 % (16% visiting faculty) – 25 black, 15 Hispanic, 18 Asian, 2 Disabled

### *1997 Minority Statistics: Students*

- 28 Black/African American
- 25 Latino; 45 Asian/Asian American
- 2 Native American
- 11 multi-ethnic
- Total: 111 of 434

### **How do you encourage a community which is welcoming?**

Visibility is key.

1. Major diversity events for incoming students, faculty and staff; 4 religious symposia each year, well publicized; alternate year colloquia by one of the subgroup areas (i.e. Diversity Awareness (African-American students, Asian students, etc.), Students with Disabilities, Sexual orientation groups, Women, Work and Family life.
2. Hermenia sponsors coffees and teas with all groups on campus to discuss diversity and implement their suggestions.
3. Each symposia begins with an art/cultural event, then lectures, panels, dinners etc. Generally Fri. evening and Sat. day with final dinner.
4. Diversity as part of art on campus.
5. Literature available about diversity programs of the school. Students should know who to talk to and when, and what to do in case of harassment problems. (example, open “safe haven” office hours for drop in conversations weekly.)

### **Diversity component within residential life?**

1. Residential houses for African American students, Asian students, others.
2. Students can live in the house for up to 2 years.
3. Students selected on basis of interest. Each person living in a house must be engaged in learning about that particular area of interest; they need not be of that particular race or focus.
4. Each person must sponsor/host two events per year open to the college community so that the house serves as educational tool (i.e. lectures, film series, dinners, receptions, open houses.)
5. Houses have good quality rooms, plus spaces suitable for social functions.
6. Houses have budgets and faculty sponsor.

## **Training Programs**

1. Affirmative action office hosts training programs, as well as meeting with each major area of campus over coffee to discuss needs/problems.
2. The hardest area to influence is faculty.
3. She interviews every prospective faculty member), and helps Chairs mentor new faculty.
4. She meets with in-coming faculty.

## **Recommendations: Effective diversity models in liberal arts**

1. Diversity person/people should report directly to the president, but the diversity plan and annual revisions need to be developed from the ground up (i.e. faculty, staff, student work groups should determine the goals, objectives and changing needs, and this should be reported to the president.)
2. Diversity person/people needs appropriate support staff, a visible office, and a good budget.
3. "Relationships and carrots" model is most effective in small, liberal arts colleges. i.e. Diversity person/people needs to develop relationships throughout the campus. The administration needs to offer "carrots" or incentives for diversity efforts to faculty and staff.
4. Student center should reflect campus diversity. Include student and staff offices, classrooms and conference rooms as well as general meeting areas which can gather at least one class (i.e. entering students/seniors).

## **Recommendations: Hiring and retention of faculty of color**

Useful incentives developed at Clark University and at Amherst

1. 3 FTE's available to any Dept. which finds a suitable candidate for a position beyond the normal needs of the Dept. i.e. if you are interviewing and you find an excellent candidate who perhaps does not fit the traditional needs of the Dept, but who would be a valuable addition to the college, a tenure-track position can be offered as an increment to the Dept. (this should not interfere with positions already existing)
2. Funds available for recruitment for faculty who go to the minority caucus at their annual meetings to meet colleagues of color. This should include funding to take them to lunch or dinner, not just hear their lecture. (i.e. I know their work but I don't know them approach.)
3. Extensions given on searches if there is an identifiable pool of people of color, but no suitable candidate has been found during this particular search. A temporary hire can be approved without losing the position or having to reapply for the position to enable a more extensive search.
4. Affirmative action officer signs off on all position announcements. Then the search should also include calls to graduate programs which are known to

have strong Ph.D. programs graduating students of color, so there is a personal contact rather than just a letter. i.e. Vanderbilt regularly graduates Ph. D. candidates of color.

5. Affirmative action officer is available to help “write the script” for telephone conversations to institutions and to individuals to encourage diversity candidates.
6. Affirmative action officer signs off on every hire. Encouragement to faculty to look towards individuals who would add something new, who encourage difference, rather than always hiring people who would “fit in well.”

**Recommendations: Comfort/Safety**

1. Food is important as we consider diversity. Receptions, food services, etc. should consider what kinds of foods feel welcoming to different populations.
2. Art images on campus are important. New faculty, new students, diverse populations need to see themselves reflected somewhere in the environment.
3. Diversity person needs to meet regularly with safety/security personnel.

## **Bryn Mawr College Visit**

*Arlinda Wickland and Gary Margolis*

*Participant: Zoila Airall, Director of Institutional Diversity  
Monday, December 14, 1998*

### **1. Interview with Zoila Airall**

Ph.D. (Columbia), worked as Director of Counseling in VA before that. She reports to the president; there 3 yrs. Predecessor was there 8 yrs – part-time, then full-time. Zoila is also EEO Officer, and sits on all faculty and professional staff search committees. She will be hiring an Assistant Director.

Issues:

- a) Students of color have been asking for a multicultural center, which the president would provide except that Bryn Mawr has limited space for growth.
- b) Environment at Bryn Mawr is intense because of academic pressure.
- c) Most service jobs at the tri-colleges are filled by local people who are primarily African American.
- d) President is very committed to diversity.

Programs:

- African American women have Perry House, a residence for 6 students. Faculty propose eliminating the beds, and turning that space into the multicultural center.
- Eight student cultural groups, all supported by Zoila
- Staff supporting diversity: Director of Institutional Diversity and Assistant Director of Institutional Diversity (to be hired)

Statistics:

- Total student body: 1680; students of color: 403 (24%)
- Total faculty: 106; faculty of color: 17 (16%)
- Staff of Color: 1 dean, 1 librarian, 1 admissions, director of ISO, plus Zoila. (small number of people of color, but they are treated well).

Curriculum:

- Strong Feminist and Gender Studies Programs

## Dartmouth College Visit

*Andrea Olsen*

*Individuals interviewed:*

*Holly Satera: Dean of Students, Chair of Diversity Committee*

*Ozzie Harris: Equal Opportunity/Affirmative Action, Acting Director*

*Michelle Myers: Acting Associate Director*

*Collin Calloway, Native American Studies*

*Friday, October 30, 1998*

### **Programs:**

1. *Campus of Difference* (30 trainers; 1000 each year trained at Dartmouth(?); strength is looking deeply at the self; it doesn't necessarily help with institutional change. need a separate program for that. Do training for Athletics, Service People, Student Groups, Campus Newspaper etc. (Dean of College office can recommend/require that training happen in certain departments with poor diversity history/reports.)
2. *A Winning Balance* (new program, more focused on campus than individuals)
3. *Classroom Cultures*: Faculty Diversity group looking at curriculum

### **Who's in charge of diversity at Dartmouth:**

- Trustees Diversity committee (very active)
- President
- Senior Staff: There is a senior staff person identified to publicly respond to Diversity issues which occur on campus (both for campus incidents and national/international if they warrant response)
- Dean of College (Diversity Committee chair/ committee has 25 members)
- Equal Opportunity and Affirmative Action (2 full time/1 3/4 hire)
- All Diversity Training work done here; also scheduling of diversity activities on campus.
- Class Deans (reports of harassment begin here)

### **Diversity Initiatives**

- Students: 25% of Dartmouth students are students of color. (largest % are Asian, then African American, Hispanic, Native American. As soon as there was a critical number of students of color, the culture on campus began to change. Most change at Dartmouth has been student-driven. i.e. in response to demands of student needs. The faculty are the slowest to respond in this way.)

- Sexual assault program coordinator (If an assault occurs at Dartmouth, a student would go to their class Dean first. This person remains the same for all 4 years; i.e. the same dean works with one class all 4 years; then the official channels would be followed.)
- Affinity Group Houses: Strong feeling that this was effective at Dartmouth (although they are now reevaluating a policy, because there are so many requests) "If it's separatist, it's not working. As the advisor, you make it a link which connects back to the larger community.
- Latino, GLBT (not yet), Asian, Native American
- Health Coordinator (Health Services has done well on diversity. Could have more programming around cultural perspectives on health issues. Lecture series on Native Am Healing/Alternative views of health)
- Arts Programming: Margaret Laurence, Hopkins Center (strong supporter of diversity through performance)
- Women's Resource Center (Programming; calendar publicizing diversity events)
- Native American Studies Coordinator: Collin Calloway (Programming)
- Bildreau Endowment (\$70,000 for Diversity and Intercultural Dialogue)
- Admissions: Recruitment, Retainment, Transitioning into the workplace
- Alumni Relations: Active diversity commitment

### **Recommendations:**

1. Once principles and recommendations are in place, have a Diversity Coordinator/director of a multicultural affairs office committed to putting the plan forward; otherwise, it falls through the cracks.
2. 4 Dissertation Fellowships: 2 African American; 1 Latino, 1 Native American; they also do programming; make a link between students and faculty in age and interest. (Native American programs producing dissertation fellows: Harvard, Stanford, Dartmouth) (Could have gender studies; Yale has good program)
3. Have videos and books available for others doing diversity retreats on campus.
4. Every Dept. should develop its own plan. Guidelines can be provided. Should be included as part of review, end of year reports, and affect hiring.
5. Have diversity representative on hiring committees in problematic areas. Service employees should be included
6. Campus center should be the diversity model for the campus. Include offices for diversity coordinators. Student art work. Programs.
7. Seek Grant which funds programs across lines (\$70,000 at Dartmouth annually) i.e. any area of college can apply to sponsor programs/events which are diversity related. Should be part of central publicity.
8. Connect with other diversity programs at like colleges

### **Thoughts for diversity committee/Dartmouth:**

- Fundamentally, diversity is about community (at Dartmouth).
- Use social change model of leadership: Assess, plan, Implement, Evaluate, (cyclic/begin again to assess)
- Think about principles which govern behavior, ways difference is viewed
- Trust your process, don't prejudge your results
- End each meeting with "Best Practices" – if anyone has initiated something useful in the workplace. End on a positive note.
- Look at 7 C's of leadership handout (coming)
  - Collaboration: everyone goes out with something to do
  - Conflict with civility: agree to disagree
- Systematically establish priorities
- Workplace environment survey for Staff (Release staff to take the survey)
- Ethnic studies requirement in curriculum
- Art represents diversity: Residential life has budget for buying student art. (Every room in the Student Center (including the cafeteria) was filled with art work – student and professional. Made very lively environment)
- Systematically establish priorities
- Residential life training, student life training,

### **Native American students:**

- Consult with Environmental Studies masters program at Vt. Law School: *First Nations* Program. Could be a good exchange resource (Dean Swahey?)
- May is Pow-wow month. We could link our students with Dartmouth.
- Strong programs: Dartmouth, Harvard, Princeton, Yale, Brown, Cornell, Stanford
- Must have comprehensive cultural and academic support structure in place before encouraging a Native American Program. Also financial aid beyond the regular academic support. They will need to go home for special rituals/funerals/etc. Often, are older students (unless they come through prep school route); often want to bring their families. Consider an exchange program: 1 semester or January term. Must have a native person on your counseling staff.
- Dartmouth's program also includes Hawaiians

### **Survey:**

- On survey, include "You have seen, you have heard, as well as have you experienced..."
- Staff survey: be sure they receive release time to take survey and to work on diversity committee; include service staff.

**Resources Suggested:**

Gladys Brown, U of Maryland, College Park  
gb23@u.und.edu.

John Matlock, U. of Michigan  
*Conscience and Character*

Michael Burchell 413 259-2108 (4 hour seminar)  
*Toward Social Justice*

**Books to purchase:**

*Why Do All The Black Kids Sit Together in the Cafeteria :*  
Beverly Tatum (about affinity houses)

*Developing Competency in Managing Diversity:* Taylor Cox and Ruby

*The Lurking Evil: Racial and Ethnic Conflict on the College Campus*  
Harvey Hively, Editor: 1990 by American Association of State College and  
Universities, Center for Equal Opportunity and Act., One Dupont Circle/Suite 700,  
Washington, DC 20036-1192  
ISBN 0 88044-122-4

## **Hampshire College Visit**

*Andrea Olsen*

*Nadia Guessous, Coordinator, Hampshire Multicultural Center/Staff*

*Ynez Wilkins, Assistant Dean of Faculty for Multicultural Education*

*Written materials from Madeline Marquez, Affirmative Action Office, and*

*Ali Mirsepassi, Associate Dean of Faculty for Multicultural and International Education*

*Monday, January 18, 1999*

### ***How does the administration officially support diversity?***

- ❖ Seven people institutionally committed to issues of diversity; (7 positions whose job description include diversity)
  1. Associate Dean of Community Development (Under Dean of Students – 1 position)
  2. Coordinator of Cultural Center (Under Dean of Students – 1 position; shared with Women's Center)
  3. Office of Multicultural and International Education (Under Dean of Faculty – 2 positions)
  4. Office of International Education (Under Dean of Faculty – 2 positions)
  5. Affirmative Action Officer (Under President's office – 1 position). Oversees all recruitment.
- ❖ Funding of student groups: 3 student groups have guaranteed funding: African American, Latino, Pan Asian (\$2000 per semester); others may apply
- ❖ Funding of faculty, staff and student curricular initiatives called: Diversity and Curriculum: Exploring New Ways in Teaching and Learning \$5000 for curricular proposals; Awards from \$100-500 per project for development of new and innovative ways of bringing racial, ethnic, and cultural diversity to Hampshire's academic life. Administered through Dean of Faculty for Multicultural and International Education. Funds provided by President's office.
- ❖ James Baldwin Scholars Alumni Organization. Minority recruitment from inner-city youth; given one year pre-enrollment program, all expenses paid. Approximately 10 per year. Then they may apply to Hampshire for admission.
- ❖ Courses on issues of race and ethnicity are offered throughout the curriculum, especially in the humanities and social sciences.
- ❖ There is a Third World requirement (initiated in 1988) for graduation, which focuses on diversity issues
- ❖ Library is well stocked with diversity literature and texts (because of curricular demand)
- ❖ Five College initiatives (Ex. 5 College African Interest Group)

*How do you define diversity on your campus?*

- ❖ We don't have an institutional definition.
- ❖ The cultural center focuses on race and ethnicity; through that lens, they deal with issues of gender, class, etc.
- ❖ Goal is 30% students of color, including international students

*Do you have specific focus on your campus?*

- ❖ Neighboring inter-city youth (Springfield, Holyoke and Hartford) through the James Baldwin program

*Is there a college-wide policy dealing with diversity? How is it communicated and to whom?*

- ❖ We do have a Harassment Policy (racial and sexual harassment)
- ❖ Code for Community Living – right to live in peace and harmony; respect distributed in incoming student packet.
- ❖ Newsletter of Multicultural/International Studies for Faculty (monthly)
- ❖ Calendar of multicultural events published weekly (by Cultural Center)
- ❖ Human resources: provides required diversity training for all incoming faculty and staff
- ❖ Incoming student orientation, mandatory 2-3 hour diversity training

*Is there specific funding? Who administers it?*

- ❖ See above. President's office funds most initiatives. Also, Off-campus faculty grants for diversity initiatives and projects; Ford Foundation grant for series on Puerto Rico.

*Is there a diversity component within residential life? Admissions? Career services? Religious life? Publications?*

- ❖ There is a process through which students can apply for a self-selected housing designation. (For an apartment, a floor of a dorm, a house) Currently there are students of Color apartments, Queer friendly housing, Women and Spirituality housing. It can change each year according to demand.
- ❖ Currently no admissions person specifically for diversity. Admissions used to have a diversity catalogue; now being updated. (supplement to regular admissions catalogue)
- ❖ Spiritual Life coordinator is separate from diversity, although they work together on projects. There is a Jewish housing designation.
- ❖ Publications are on their own; in this way, it is a decentralized approach.

## Haverford College Visit

*Arlinda Wickland and Gary Margolis*

*Participants: Mary Louise Allen, Director of Eighth Dimension & Women's Center and EEO Officer  
Ramien Pierre, Assistant Dean of Students and Director of Multicultural Affairs*

*Monday, December 14, 1998*

### 1. Interview with Mary Louise Allen

MA Bryn Mawr, MA, BA, Antioch University; has been there 20 years; president invited her to become Haverford's first a director of volunteer services (8th dimension), then women's studies was added, followed by EEO, Officer, a position she has held for quite some time.

As EEO Officer, Mary Lou sits on search committees for all non-faculty hires. She explained that there is an Associate Dean of Students who supports diversity and is adviser to gay/lesbian students (he may have other diversity related duties) who sits on all faculty search committees. Mary Lou thinks that dean is unable to assert adequate influence – he is not a member of the faculty.

**Issues:** The three main staff who are charged with handling diversity affairs do not have a team relationship, but work independently.

### 2. Interview Ramien Pierre

BA '92 Haverford; Ramien was a teacher, until '97 when he returned to Haverford for a two-year interim appointment. His predecessor was there 3 years, his predecessor 1 year, etc. (5 appointments in 10 years). Problem: they have 5 deans, each of whom advises approx. 290 students along with special program obligations. Day-to-day deans obligations overwhelm their time; hence, the dean for multicultural affairs is frustrated by insufficient time to be effective with multicultural affairs.

**Question:** What are the major changes or issues related to this office over the past 6 years?

**Answer:** Little has changed in the job – not good.

President Tom Trenton is focusing attention on diversity. Haverford is engaged in a self-study for reaccreditation, which Trenton has seized as an opportunity to look at diversity:

1. *Ad hoc* Committee on Multiculturalism - will make end of year recommendations (3 people of color, 2 students, Ramien, President, Provost, 5 Board Members)
2. President's Standing Committee on Diversity (President, Provost, Ramien, DOC, 2 students, 4 faculty members)

3. Multicultural Programs for Community: built into new student orientation and peer education programs; no programs for faculty. (White students are pushing for change in area of diversity.)
4. Recommendation (per Ramien):
  - a) Full time director and office for diversity – responsibility for diversity programs spread out over too wide a base – good intentions, but detrimental consequences – no one is ultimately accountable.
  - b) New approach from Admissions - they have been so busy that special recruitment trips fall off their schedules
  - c) “Good friends don’t make good neighbors” - diversity consortium
  - d) Quality of life for student of color should be better – they are on their own
5. Programs:
  - a) Minority Scholars: academic support for students of color - 3 faculty members in different divisions volunteer to be mentor and academic support adviser to students of color.
  - b) Two Affirmative Action Officers: Mary Lou and Assoc. Dean of Students
  - c) Multicultural Room in new student center – students we spoke to were cynical about the college’s commitment to diversity and cynical about the type of minority students the college is recruiting (too many students of color who are not political nor interested in promoting African based culture)
6. Statistics: Student Body is close to 1100.
  - 290 total students of color
  - new students:
    - 18 African American
    - 19 Asian American
    - 14 Hispanic
    - 1 Native American
  - students of color mostly women)
  - Special Admissions Recruitment: Assoc. and Asst. Directors
7. Special Residential Options:
  - a) 1/3 of student body live in Haverford College Apartments (a complex of 21 two-story garden apartments):
    - Environmental House - 15 students
    - Asian Cultural Living Group - 3 to 5 students
  - b) 6 houses:
    - La Casa Hispanica - 6 students
    - Cadbury House - has a faculty apartment and housing for 13 students seeking quiet, substance free living
    - Ira De A. Reid House (Black Cultural Center) - 5 students

## Mount Holyoke College Visit

*Miguel Fernández*

*Rachelle Calhoun, Ombudsperson and Coordinator of the Office of Diversity and Inclusion  
Telephone conversation, Wednesday, October 7, 1998*

Rachelle Calhoun:

- The Office of Diversity and Inclusion was new last year. There have been different committees in place since the '60's (e.g. committee on multiracial affairs). Last year's innovation was to create a committee that would think institutionally.
- Calhoun says she is the coordinator of a decentralized model. Her job is not to oversee programs, but to make it everybody's job to be thinking about diversity.
- The office has:
  - a) carried out 6,000 hours of training and development for top administration, students and faculty.
  - b) put into place a policy of human rights
  - c) as a part of the accreditation process, it conducts an exit interview where it asks questions related to diversity and inclusion
  - d) promoted an environment of respect for individual difference
- Calhoun feels that they have been successful with their programs but less successful with population representation:
  - students: 16% US Color, 25% w. international students
  - faculty: 16.5% faculty of US Color, 51% female
  - staff/administration: poor. Working with human relations to increase numbers in this area. Have started a program to attract local African American and Latino workers into staff positions. In the process of hiring a specialist who will work with local organizations and propose a real partnership that will attract local minorities to jobs at the college.
- Inclusiveness program includes a series of talks, lectures and performances. Calhoun controls a budget and is able to allocate funds to programs that emphasize inclusiveness. They took an idea from Univ. of Maryland and have a grant for \$5000 for a series of concerts or other similar proposals. The inclusiveness program also works on disseminating information and helping the community understand affirmative action.
- When asked if her position covers gay/lesbian issues under minority affairs, she responded that there is a separate advisory committee that does a climate assessment on a yearly basis and reports directly to the president of the college. This committee is chaired by a faculty member and contains faculty, students and staff. Each of the past three years they have conducted a survey to assess the climate on campus.

## Smith College Visit

*Arlinda Wickland and Peter Solomon*

*Participants: Carmen Melgoza Santana, Director of Affirmative Action*

*Menta Hines, Asst. Dean of Multicultural Outreach*

*Telephone conversation, Thursday, November 12, 1998*

**Question re Smith Design:** They are no longer guided by that design. With their new president came a new approach to diversity initiatives which are free of target numbers (for recruitment of students and faculty). The two directors seemed very careful to speak in positive terms about their past initiatives as a good start to their current programs.

**Office of Institutional Diversity:** (1995) to signify their having moved to a higher level. Carmen is part of the president's cabinet. Her job is to formulate policy. She has 3 professional staff and 2 support staff. She works with the provost on curricular change – their faculty are on the cutting edge – historically open to diversity.

**Percent faculty of color?:** they are close to their numerical goals (Smith Design). Commitment is across the board – top down – inclusive and broad.

**Office of Minority Affairs:** (over 20 years). Menta is interim asst. dean of multicultural affairs. She is looking at retention and student organization issues – she see her office as a one stop shop. She is also the outreach coordinator in Admissions. She reports to the Dean of the College. They will be adding another dean in their administration building. The office of minority affairs has a full-time assistant and student help. They have campus training programs; are proactive – don't wait for a crisis.

**Training & Development:** Human Resources provide diversity and conflict resolution programs for Staff. Faculty have conversations and video. Dorms have diversity student boards who plan events. They have a campus climate working group which is a public forum – anyone can interact with this group. They brought in Desmond Tutu, Henry Louis Gates, Toni Morrison, etc. The college has an endowment (!) to support these events.

**Question Survey:** They used the self study for reaccreditation as an opportunity to gather information rather than conduct a survey.

No special interest houses at Smith. They have 30 houses, some of which focus on cultural issues, such as their Unity House ('75)

**Question re racial, homophobic problems:** They don't have many, in that Smith is diverse by design.

**Diversity outreach:** Associate Dean of Admissions, whose office is in Financial Aid, together with Carmen and Menta are the diversity outreach team.

## **Swarthmore College Visit**

*Arlinda Wickland and Gary Margolis*

*Participants: Karen Henry, Asst. Dean and Gender Education Adviser  
Anna Maria Cobo, Asst. Dean and Director of Intercultural Center  
Tim Sams, Assistant Dean and Director of Black Cultural Center  
Tedd Goundie, Assoc. Dean of the College for Student Life  
Tuesday, December 15, 1998*

### **1. Interview with Karen Henry**

A Swarthmore alum (93?) currently completing a Ph.D. program in counseling and works around 20 hours/week. Advises students on sexual assault and related issues. She was asked to take on some responsibilities in area of diversity, after the resignation of a dean of diversity affairs a couple of years ago.

Programs she is responsible for:

- a) one-week summer program (something like our PEP) - long history
- b) 3-day winter institute on diversity – evolved from NCBI (race, class, gender for faculty, staff students; about 40 people attend – mostly students of color; they have a \$10,000 endowment for this program) - 3 yrs
- c) admissions - 2 years ago their entering class was 34% students of color
- d) faculty of color - lots of them – very visible change over last few years; they bring in post docs

### **2. Interview with Anna Maria Cobo**

MA NYU; BA St. John's U; worked at Columbia, at Swarthmore 2.5 yrs in a new position; works with Asian American, Hispanic, Native American, Gay/Lesbian students. Program is housed in the Intercultural Center. Anna Maria runs their new Mediation Program; much of her response is toward students who feel singled out in the classroom. She and Tim Sams rotate coordinating off-campus leaves for students (100 students abroad each term). Presently her office is not in administration building, but the administration will designate an office near the other deans that she and Tim will share, although they will each maintain their current offices in their centers.

#### **Issues:**

- Latino student population is diverse – they come from many different cultures
- As a dean she feels she gets lots of support, but not as a Latino woman. She organized the Latino Round Table, in which nine faculty and staff meet informally.

- Gay/lesbian students get additional support from larger community; large population in Philadelphia (Philadelphia Gay News, comprehensive, free, weekly newspaper is prominently available on campus)

### **3. Interview with Tim Sams**

MA in Black Studies from SUNY; BA Union College, worked at Williams; at Swarthmore 1.5 years. Black Cultural Center's first director was in 1977; his predecessors spent lots of energy improving physical spaces, so he can now devote his time to developing student programs.

We were extremely impressed by Tim's intelligence, foresight, and charisma.

A recent Center event: Discussion on affirmative action – many white students in attendance.

Relationship between Black Cultural Center & Intercultural Center: Centers are compatible, although "they don't come here as much as we go there" according to Tim. Kwanzaa Ceremony was huge success 110 blacks on campus – all were present. He puts lots of energy into student outreach, coalition building student to student and group to group.

Black Cultural Center has moved away from remedial concept to empowerment - no excuses. Center challenges students to excel – the center is not a place to come and be lazy in, but students are called to be empowered and demonstrate leadership.

#### **A. Factors Contributing to Diversity Initiatives:**

- 1) '93 Student Protest & take over in Admissions Office – 4% students of color at that time
- 2) Arrival of new President Alfred Bloom, who was committed and instrumental to change (Swarthmore, Pomona, Swarthmore)
- 3) Cobo is on the Diversity Task Force - developed a 10 year plan to hire and develop curriculum

#### **B. Total Student Enrollment: 1375**

- 1) Number Students of Color: 11% Hispanic, 11% Asian American, 11% gay/lesbian, 10% African American.
- 2) Admissions Office concentrates on social, economic, cultural diversity – looking more at public schools  
 Note: Admissions Office has mostly new staff as of the last couple of years – the director resigned soon after Bloom arrived, and several other staff left over recent years.
- 3) Retention: 90% students of color retention rate; retention number for white students not that high

### **C. Faculty Recruitment:**

- 1) Tenured: 13 African American; 2 Latino, 2 Asian (8 hired in last year or two)
- 2) Their Faculty Committee for Curriculum supports their goal
- 3) Mellon Scholars contributing to Asian and Latino faculty population

### **D. Programs related to Diversity:**

- 1) New Intercultural Center
- 2) Black Cultural Center (see Sams interview)
- 3) Dean's Advisory Council is on-going to address (and respond to) major concerns; Dean of the College (chair), Cobo, 2 students from cultural groups, one student from SGA - meeting with President and Deans
- 4) Intercultural Education Team: 5 Latino staff, 2 tenured faculty, 10 African American faculty (Anna Maria Cobo, Tim Sams, Karen Henry, Gloria Evans the ISO adviser) reports to Dean of the College for Academic Affairs
- 5) Chester/Swarthmore Community Coalition (see Goundie interview)
- 6) Cultural Diversity Task Force (3 students, four faculty)
- 7) Swarthmore Asian-American, Latino, Native American, African Heritage Concerns Committee - standing committee of faculty, staff & students
- 8) Speech in the Academic Community (Task Force)
- 9) 3-day winter institute (see Henry interview)
- 10) one week special orientation program (see Henry interview)
- 11) EEO Office
- 12) Upward Bound - long standing

### **E. Reactions to Changing Culture:**

- 1) Some faculty argued the college must be lowering its standards
- 2) Some students argued minorities were receiving preferential treatment
- 3) Occasional vandalism to gay/lesbian students bulletin board
- 4) November 9, 1998 rally to protest gross vandalism of Intercultural Center
  - offer social justice course
  - hire asst. dean of multi-cultural affairs
  - many white students at rally in support of students of color

### **F. Religious Life:**

No chaplain; there are 4 religious advisers (Jewish, Catholic, others) support students at 3 of the area colleges. Dean of the College for Academic Affairs

coordinates Quaker oriented college wide meetings. Students are asking for appointment of a half time director.

No academic resource center, but developing one at the Black Cultural Center (computer room, magazines, papers in reading room; library with student monitor, but library managed by main college library. Not many white students using the space yet, but Tim seeks to draw them in.

Faculty are not as involved as Tim would like due to their overload.

Neighboring community, Chester, predominately black. The Chester/Swarthmore committee seeks to open communication between the two communities.

## Williams College Visit

*Laurie Jordan, Randy Cofield '01, and David Barrutia  
Friday, January 22, 1999*

Upon arrival we ate lunch in the student cafeteria with several African American students, mostly First Years and Sophomores. They spoke enthusiastically about their college experience. They talked about two upcoming student drama productions which they had initiated. They spoke highly of an assistant dean that had arranged an inexpensive bus trip to Montreal for students of color and a dance professor who had helped them organize a "step team". Again and again the students said that if students wanted to do something, Williams had money to help them do it.

I found myself a little surprised by the strongly positive evaluation of the administration's attempts to support students of color. Later when we reported to the Director of the Multi-Cultural Center the positive impressions we had received over lunch, Prof. Willingham suggested that perhaps this was largely because we had been talking to Freshmen and Sophomores and that battle-weary Juniors and Seniors probably would be somewhat more critical.

However, I think it is highly significant to have achieved such a level of satisfaction among the newest students. Based on the difficulties of the Middlebury students that I know, I think that this is an important accomplishment.

After our lunch we met with Professor of Political Science Alex Willingham, who is currently the Director of the Williams College Multi-Cultural Center. Joining us were Anita Doddi, a recent graduate who is the Assistant to the Director and woman student.

Although, unlike Middlebury, Williams has an independent, alternative "conservative" newspaper, students said that in general Williams is a very "polite," "careful," and "PC" Campus.

Following the meeting in the Multicultural Center, I had a late afternoon appointment with the Rev. Robert Buckwalter, the Chaplain to the College.

### *How does the Administration support diversity?*

- The Dean's Office with Dean of the College, Peter Murphy, is responsible for "minority interests" as well as academics, residential life, extracurricular activities, foreign students, graduate programs and fellowships. The Multicultural Center reports to the Dean of the College.
- There was a Committee on Campus Race Relations. It is now called the Committee on Diversity and Community.

- Nancy MacIntyre special assistant to the President supporting student leadership, initiative, and activism with \$\$\$.
- The Multicultural Center

The following description comes from the Williams web site:

“The Multicultural Center secures the educational mission of the College in a rapidly changing environment marked by broad diversity across the campus. Center works with students, faculty and staff. The main work of the Center occurs in Hardy House, Jenness House, and Rice House – three locations where the Center is housed. Regular programming activities at these locations include Lunch Forums, special discussion panels, lectures, and receptions usually developed in cooperation with other departments or programs and designed to provide for systematic, critical engagement with the claim and promise of diversity. A major activity involves support for awareness weeks/months developed in cooperation with participating ALANA and MinCo student groups.

Notice about MCC programs is provided throughout the campus, beginning with the Spectrum newsletter. All students, faculty and staff are invited to MCC events. The Center is the home of the Office of Special Academic Programs and the Williams Community Builders Program (WCBP). WCBP is a student run project composed of highly committed volunteers who undertake sensitivity and awareness training involving hours of discussion to hone skills and review models that promote anti-racism, tolerance, and respect for difference. The volunteers then conduct workshops for incoming first year students at Williams and in schools in surrounding communities.

The Center staff consists of a director, an assistant to the director, a program assistant, and a secretary. The MCC also employs several student workers and interns. The staff is available to confer on issues associated with diversity and multiculturalism.”

There are also approximately 10 Multicultural Center Interns

Office (Jenness House) Hours

Monday through Friday 8:30 AM - 5:00 PM

Center open to students 24 hours.

***How do you define diversity at your campus? Do you have a specific focus or emphasis?***

Prof. Willingham discussed the growing breadth of groups that have come under the umbrella of the Multicultural Center. He did not however mention any specific “definition” of diversity.

*Is there a college-wide policy dealing with diversity? How is it communicated and to whom?*

Prof. Willingham believed that the College's mission statement was a mandate. He also felt that the previous Francis Oakley, the President from 1985- 1994, set an activist agenda and that the current President has continued it. Oakley was "forceful, articulate, and effective" and "he set the climate." Oakley believed that the Multicultural Center was part of Williams College's commitment to carrying out this mission.

Williams College Statement of Mission and Objectives (1987):

[Over the past twenty-five years the College has] continued to diversify itself, faculty and student alike, in terms of race, religion, ethnicity, geographical and national origin. As members of such a community we work hard to accommodate a wide array of temperaments, backgrounds, and talents. We do so in the belief that we will all be enriched as individuals by relationships with students and colleagues who may be unlike ourselves but who share a desire for self-development and learning in an atmosphere distinguished by openness, integrity, mutual respect, and humane intellectual challenge. To the assembly of such a community and the sustenance of such an atmosphere the College devotes its energies, talents, and resources.

*Is there specific funding for diversity programs? Who administers it?*

Dean of the College

*Is there a diversity component within residential life? Admissions? Career Services? Publication?*

There is no "theme" residential housing at Williams. Students speculated that the specter of the Fraternities which were abolished in 1962 ( 37 years ago) still enters into the issue of housing. Williams does not want to start anything that could lead down the road to fraternity -like residential units.

One interesting comment at lunch: discussing the fact that first year students can request singles and many do, and that the college does not try hard to manipulate the diversity mix in each incoming First Year Entry (equivalent to our hall with a J.C.)... and that for some reason many African Americans ended up housed in the same dorm, the students said that they did not suspect there was anything "sinister" behind it. This example of the students giving the benefit of the doubt, indeed generally assuming beneficent motives, to the college administration's actions is quite unlike what I am used to hearing from Middlebury students.

There is a mandatory video and a discussion facilitated by a SPARC leader. (SPARC – Students Promoting Awareness Respect Community)

Each "Entry" of 20 first years has a 3 hour workshop in late September with WCBP Williams Community Builders Program /project.

*Are there any training programs for faculty, staff, students, residential life staff?*

Windows on Williams– WOW lasts for 2–4 days and is an extended orientation for students something like our PEP program, but obviously not nearly as programmed toward supporting academic success.

*What are the grievance procedures and outlets related to diversity? How are they communicated?*

Committee on Honor and Discipline, or the Committee on Community and Diversity

*Is there a hiring policy in place for diversity affecting the administration, faculty, staff, students?*

Williams has a dissertation fellowship program called the Boling Fellowship. Boling Fellows do not teach the first semester (they work on their dissertations) and then they teach one course the second semester. Also there is a post doc program for 2 years that has been successful in bringing African American Women to campus

*What is the interaction between curriculum and diversity? Are there specific courses focused on diversity?*

One of the distribution requirements is as follows: Students must also complete at least one graded semester course primarily concerned with the peoples and cultures of Africa, Asia, Latin America, Oceania, or the Caribbean, the peoples and cultures of North America that trace their origins to those places; or Native American peoples and cultures.

There are courses in the curriculum on Women's Studies, Asian Studies, Latino Studies, African Studies, Women of Color, and the Politics of Higher Education.

*How did your school get where you are? What specific hurdles did you encounter? Lessons? How do you evaluate effectiveness over time?*

Francis Oakley President of Williams from 1985-1994 actively moved the college in this direction. The current President continues the tradition. Here are some remarks from the Public Affairs office from an interview with President Henry Payne (who will resign at the end of the year 2000):

Outside the formal curriculum, students learn to be leaders in student organizations. With Goodrich Hall, the college now has a true civic space – a public space, programmed and managed by the students – that invites people to come together for various activities. Goodrich provides excellent spaces for our student organizations to meet, to store their wares, and to be in each other's presence. If you are going to have lots of small organizations, it's much better that they bump into each other in a common

space than that they be privatized in various nooks and crannies of the campus. As a civic space, Goodrich Hall enriches the public life of the campus.

Minority Coalition (MinCo) – The organization that makes the Multicultural Center come to life. The Minority Coalition in answering the call for a more unified voice against prejudice and prejudicial discrimination will serve as:

- a) A mechanism for joint minority organizational, social, academic and political spheres of Williams College and
- b) A facilitator for cooperation and communication between its member organizations.
- c) This is a list of the MinCo organizations. MinCo meets at the Multicultural center and serves as a financial and administrative support to the member groups of the coalition.

Asian American Students in Action (AASIA)  
 Bisexual, Gay, Lesbian and Transgendered Union (BGLTU)  
 Williams Black Student Union (WBSU)  
 Chinese American Student Organization (CASO)  
 Koreans of Williams (KOW)  
 Muslim Student Union (MSU)  
 Queer Straight Alliance (QSA)  
 South Asian Student Association (SASA)  
 Students Organized Against Racism (SOAR)  
 Students of Caribbean Ancestry (SOCA)  
 Students of Mixed Heritage (SOMH)  
 Students for Nonviolence  
 VISTA  
 Williams International Club (WIC)  
 Williams Community Builders Program (WCBP)  
 Williams Feminist Alliance (WFA)  
 Williams Jewish Association (WCJA)  
 Asian Theater Project (ATP)

**Williams campus enrollment as of 9/1/98:**

|       | Undergraduate | Graduate |
|-------|---------------|----------|
| Total | 2,014         | 45       |
| Men   | 1,041         | 17       |
| Women | 973           | 28       |

Undergraduate faculty-student ratio is approximately 1:11, with a median class size of 18

Enrollment in study off campus: 138 students (127 abroad, 11 other)

U.S. minority enrollment: 455 students (22 percent)

Students come from 48 states, D.C., 1 territory, 52 other countries  
International enrollment: 116 students (6 percent)

# Appendix B

**Top 25 National Liberal Arts Colleges**  
**from *US News & World Report***  
**plus NESCAC Schools (1998-1999)**

| School                     | White | African<br>Amer. | Asian<br>Amer. | Hispanic | Native<br>Amer. | US News<br>Ranking |
|----------------------------|-------|------------------|----------------|----------|-----------------|--------------------|
| Wellesley                  | .57   | .07              | .23            | .07      | .01             | 4                  |
| Claremont-<br>McKenna      | .60   | .03              | .20            | .13      | .00             | 15                 |
| Barnard                    | .62   | .04              | .25            | .05      | .00             | 24                 |
| Swarthmore                 | .66   | .08              | .12            | .08      | .00             | 2                  |
| Pomona                     | .66   | .04              | .19            | .09      | .00             | 5                  |
| Bryn Mawr                  | .68   | .04              | .17            | .04      | .00             | 15                 |
| Tufts                      | .68   | .05              | .14            | .05      | .00             |                    |
| Amherst                    | .70   | .06              | .12            | .08      | .00             | 1                  |
| Mount Holyoke              | .72   | .04              | .08            | .05      | .01             | 19                 |
| Williams                   | .73   | .06              | .09            | .07      | .00             | 3                  |
| Wesleyan                   | .73   | .08              | .09            | .06      | .00             | 9                  |
| Smith                      | .74   | .04              | .10            | .03      | .01             | 11                 |
| Oberlin                    | .74   | .08              | .08            | .04      | .01             | 24                 |
| Vassar                     | .77   | .05              | .10            | .05      | .00             | 17                 |
| Macalester                 | .77   | .03              | .05            | .03      | .00             | 24                 |
| Haverford                  | .79   | .05              | .07            | .06      | .00             | 5                  |
| <i>Middlebury</i>          | .81   | .02              | .03            | .05      | .01             | 7                  |
| Grinnell                   | .81   | .03              | .04            | .04      | .01             | 11                 |
| Conn. College              | .82   | .05              | .03            | .03      | .00             | 24                 |
| Colby                      | .83   | .02              | .06            | .03      | .00             | 17                 |
| Trinity                    | .83   | .05              | .05            | .04      | .00             | 23                 |
| Bowdoin                    | .84   | .02              | .08            | .03      | .00             | 7                  |
| Carleton                   | .84   | .03              | .08            | .04      | .00             | 9                  |
| Davidson                   | .87   | .05              | .02            | .02      | .00             | 11                 |
| Colgate                    | .87   | .04              | .04            | .03      | .00             | 21                 |
| Colorado                   | .87   | .02              | .03            | .05      | .01             | 24                 |
| Hamilton                   | .88   | .02              | .03            | .03      | .00             | 21                 |
| Bates                      | .90   | .02              | .05            | .02      | .00             | 19                 |
| Washington<br>& Lee        | .93   | .03              | .01            | .01      | .00             | 11                 |
| University of<br>the South | .94   | .02              | .01            | .01      | .00             | 24                 |

**NESCAC Schools**  
**"Racial" Diversity (1998-1999)**

| <b>School</b>     | <b>White</b> | <b>African<br/>Amer.</b> | <b>Asian<br/>Amer.</b> | <b>Hispanic</b> | <b>Native<br/>Amer.</b> | <b>US News<br/>Ranking</b> |
|-------------------|--------------|--------------------------|------------------------|-----------------|-------------------------|----------------------------|
| Tufts             | .68          | .05                      | .14                    | .05             | .00                     |                            |
| Amherst           | .70          | .06                      | .12                    | .08             | .00                     | 1                          |
| Williams          | .73          | .06                      | .09                    | .07             | .00                     | 3                          |
| Wesleyan          | .73          | .08                      | .09                    | .06             | .00                     | 9                          |
| <i>Middlebury</i> | .81          | .02                      | .03                    | .05             | .01                     | 7                          |
| Conn. College     | .82          | .05                      | .03                    | .03             | .00                     | 24                         |
| Colby             | .83          | .02                      | .06                    | .03             | .00                     | 17                         |
| Trinity           | .83          | .05                      | .05                    | .04             | .00                     | 23                         |
| Bowdoin           | .84          | .02                      | .08                    | .03             | .00                     | 7                          |
| Hamilton          | .88          | .02                      | .03                    | .03             | .00                     | 21                         |
| Bates             | .90          | .02                      | .05                    | .02             | .00                     | 19                         |

These numbers are from the current Internet data base provided by *US News & World Report*. Total "white" number includes international students who identify as white. If numbers do not add up it is because the international "students of color" are not listed. *US News* lists a separate figure for all international students.

**Detail of Current Programs**  
**Prepared by the Office of Special Assistant to the President**

**ADA Office**

- ADA Committee which evaluates College policy and student requests for accommodations created in 1995
- ADA Office which coordinates all services with a variety of sectors of the campus created in 1996
- ADA education projects for faculty, staff & students
- ADA Twilight Scholar Rick Douglas '65- The Last Great Civil Rights Issue: (Dis)Abilities 1997
- ADA Twilight Scholar Henry Holden- The Misconceptions Continue: How the Media Represents People with Disabilities 1998
- ADA Film screening “No Barriers: the Mark Wellman story” 1998
- Upcoming ADA Twilight Scholars Afi-Tiombe Kombon and Mark Wellman 1999
- Resource counseling for students with disabilities
- Services supplied to all College programs domestic and abroad
- College's compliance of the ADA which is federal mandate
- Development of an ADA web page to provide support and information for continuing and prospective students with disabilities 1998
- Education/training outreach for orientation, RA education, PEP, FYS 1997-present
- Education and training Language Schools, the Schools Abroad and Study Abroad Office, the Breadloaf School of English, and the Breadloaf Writer's Conference. 1997-present
- ADA education during the Legal Issues for Faculty Chairs presentation 1998
- Ongoing meetings with prospective students to discuss accommodations and concerns and outreach to the admissions office
- Meetings with College ADA consultant, to discuss accessibility issues (President's House, CFA doors)
- Meet with prospective applicants and parents

**Alumni Affairs** - *Programs coordinated by Alumni Office and Leroy Nesbitt*

- Alumni of Color Programs
  - Alumni of Color Weekend
  - Alumni of Color Admissions program

- selected alumni assist Leroy with interviews, school visits and transportation of prospective students to campus
- Alumni of Color Newsletter
- MiddGALA
  - MiddGALA weekend
  - MiddGALA Annual Alumni Speaker
  - MiddGALA newsletter

### **PALANA Center (highlights)**

- MLK Celebration (cosponsored with Ross Commons in 1999)
- PALANA Kids is a volunteer effort of various programs bringing American and international students of color in contact with children of color in Addison county
- Annual BBQ for first year students
- Quadrille Dancers- Sponsored by the PALANA Center, the Quadrille dancers perform a Caribbean group dance at College functions and Addison County schools.

### **Symposiums**

- Peace Symposium -1999 Topic is Race
- Sub-Saharan Africa Symposium
  - Sub-Saharan Africa Symposium sponsors an annual trip to Washington, D.C. for involved students to visit Capital Hill, museums and conduct presentations for members of the African diplomatic corp.
  - In 1999 the Sub-Saharan Africa Symposium sponsored a trip to a conference on Africa at Norwich University and hosted a campus visit by the Prime Minister and Ambassador of the Ivory Coast
- ALC Latino Symposium

The above symposiums receive administrative advice and support from Julia Alvarez, Leroy Nesbitt & staff, Laurie Jordan & staff, Student Activities Office and Geonomics Institute and Old Chapel.

### **Unique Ad Hoc Efforts**

- Coming Out Week- A series of LGBTQ programs organized by MOQA, ALLY, Chellis, Special Assistant to the President and faculty in October. Fall 1998 keynote speaker was Keith Boykin.
- African-American Studies Minor  
Professor Jim Ralph has submitted an updated proposal for an African American study minor to the Curriculum Committee, which has been received positively. (I advise checking with Jim Ralph on how best to report this effort.)

- Skin Deep
 

*Skin Deep* is a student magazine on issues of diversity published every few years by students organized on an ad hoc basis supported by the Writing Center, the Academic Support Center and PALANA. An edition will be published in Spring '99.
- SGA - Diversity Committee
 

This committee of students appointed by the SGA discusses campus diversity issues and support student initiatives on diversity. *Chairpersons John Felton and Yolanda Espinosa*
- Women of Color
 

An ad hoc organization of students sponsoring programs without connection to the campus student activities structure. *Campus Advisors Mary Duffy & Janine Clookey*
- GLEAM
 

An ad hoc group of LGBTQ faculty and staff providing support for LGBTQ issues.
- ALLY
  - An ad hoc group of students, faculty and staff who sponsor dinners and social events for members of the GLBQ community. *Staff Organizers Beth Whitney and Matt Longman*
  - Student organizer TBA
- Vermont Student Support Network
 

An ad hoc network of administrators of color sharing resources and facilitating communications between students of color on Vermont campuses.

## **Outreach**

- Middlebury College/DeWitt Clinton Partnerships 1998-99 Programs - *Campus Coordinator Leroy Nesbitt*
  - Panel presentations by alum's of both Clinton and Middlebury
  - J-term internship at Clinton by 6 Middlebury students
  - Concert by Francois Clemmons and Jeff Marder
  - Overnight visit by Clinton students to Midd, UVM and St. Michael's
  - Admissions day
- Foundation for Excellent Schools - *Campus Coordinator Leroy Nesbitt*
  - two annual visits by junior high and high school students from New York City hosted by students from AAA, ALC and PCSO
- Historically Black Colleges Exchange. *Coordinators: Leroy Nesbitt and Michael Katz*
- Outreach with Schools in Ticonderoga, NY
  - The Center for the Arts has established a multicultural project with the school district in Ticonderoga, NY. *Leroy Nesbitt and Francois Clemmons*

*will conduct workshops and lectures.* Students will also be presenting cultural workshops.

### **Admissions**

- Posse Program (admissions effort to increase diversity)
- Summer Seminar - A three day extended visit program for prospective applicants with a target population of students historically lesser represented in the applicant pool.
- Discover Middlebury - A weekend visit program in October for prospective applicants with target population of students historically lesser represented in the applicant pool.
- Prep for Prep is college bound program working with the better Prep schools in the East. We host two visits each spring of college bound juniors.
- Phonathons by current students of color to prospective applicants and admitted students.
- Two students of color work in the Admissions office to serve as liaisons to the student of color organizations and to support student of color recruitment.
- Yield events for admitted students of color in NYC and Washington, D.C.
- Increased attendance by Admissions staff and Leroy at student of color national and high school college fairs; increased recruitment from programs targeting and supporting high achieving students of color.
- Contract with Alums of color to provide focused recruitment in targeted areas.
- Targeted recruitment events in Boston, New Jersey, Atlanta and selected other cities.

### **Science and Other Efforts**

- College via PALANA participates in New Board of Higher Education (NEBHE) Diversity Programs including: the science and engineering support network for students historically underrepresented in higher education (25 Midd students participate in the network which includes summer internships, annual conferences in Boston and mentoring); the Doctoral Scholars Programs (three Middlebury alums of color are enrolled at doctoral programs via this program), and the high school science network; the College will soon be a NEBHE Sustained Campus will expand present activities including a program to assist in the recruitment of faculty of color in the sciences. *Campus Coordinator Leroy Nesbitt*
- Howard Hughes Medical Institute (HHMI) a component of the HHMI campus grants funds 6-8 students of color for a six week on campus science research program the summer before they matriculate to Middlebury. It is five-year program with the possibility of additional funding for future years. *Grant Administrator Bob Cluss, Program Director Matt Dick*

- Pre-enrollment Program (orientation program originally intended for academically at risk students; evolved into program which meets needs of students from different backgrounds with different needs)
- National Coalition Building Institute. 1998 (community wide prejudice reduction training)
- International Students
- Chellis House (meeting and program space for women, women of color and MOQA students)