

CAMPUS CLIMATE PROJECT

REPORT ON ACTIONS AND
RECOMMENDATIONS

JUNE 12, 2006

Introduction

President Hansen called the Campus Climate Project into being for the academic year 2005-06. She acted to further our campus goals of making Bates a campus at which all students can grow intellectually and personally, as well as in response to persistent complaints from students from underrepresented groups that our climate is not hospitable to them. During winter semester, students, staff, and faculty volunteered to be part of four working groups which met weekly. Each of the working groups built on the work done by the many Bates committees and task forces which have studied issues of the campus climate around issues related to diversity and made recommendations, documented in the January 2006 “Report of Reports on Diversity”.

The Admissions and Financial Aid Working Group considered Bates’ past practices in recruitment of students, successes and challenges in recruiting students from underrepresented groups, and worked with Admissions staff to develop ideas for greater success in recruitment. They also worked with Admissions deans to identify the characteristics and values all students should have, in order to recruit a student body prepared to embrace and learn from diversity.

The Communications Working Group looked at the ways in which different College offices cooperated and shared information in meeting the needs of students from underrepresented groups. They tried to identify structures, programs, services and resources we can use to streamline communications and encourage civil and respectful communication.

The Comparisons Working Group identified three liberal arts colleges successful in terms of diverse student bodies and an open campus climate. They organized three teams of students, staff, and faculty which visited Carleton, Wesleyan and Bowdoin, to learn what Bates can learn from their programs and policies.

The Solutions Working Group identified the problem that many students at Bates have not learned the skills for initiating and sustaining conversations around issues having to do with diversity. They brought in speakers and, in connection with the students in Education s25, investigated several methods of dialogue which could be used on the Bates campus to give students the skills for difficult conversations.

The Campus Climate Working Groups worked in collaboration with many of the people on campus who might implement new policies. Discussions in a working group sometimes distilled conversations occurring widely on campus. Deans and other staff on working groups, or in communication with members of the working groups sometimes implemented new policies immediately. Several recommendations have already become action. Actions achieved in 2005-06 with input from the working groups include the following.

- The Office of Admissions has begun a search for an experienced Director of Multicultural Recruitment.

- Conversations between the Admissions Working Group and Admissions deans have contributed to ideas for recruitment through high school “clusters.”
- The new Special Assistant to the President, Professor Sue Houchins, will implement a new structure designed to facilitate communication which might improve Bates’ ability to meet the needs of students from underrepresented groups.
- The Dean of Students and Director of Security have begun working on a handout, suggested by the Communications Working Group, describing responsibilities of students and Security. This information has been requested by students.
- Conversations between the Communications Working Group and deans has contributed to speedier communications regarding hate/bias incidents.
- The team visits to Carleton, Wesleyan, and Bowdoin have already promoted many discussions of how these campus’ successes and weaknesses can help Bates create a better campus climate.
- The Solutions Working Group sponsored a lecture and workshop series during Short Term 2006: “Talking About Race, and Other Difficult Dialogues.”
- Education s25 investigated three methods for promoting dialogue on the Bates campus. Faculty and staff are planning to attend further dialogue training for use in 2006-07 in First-Year Seminars and elsewhere on campus.
- The collaborative nature of the working groups, including students, staff, and faculty, has encouraged many on campus to recognize the possibilities of working across our traditional boundaries.
- Ideas from the working groups have been incorporated into the proposal to the Mellon Foundation for the Benjamin Mays Initiative.

What follows are first, summaries of the main recommendations and actions of each working group, and then the full reports from each of the four working groups. The full reports from the Comparisons team is a distillation of notes from the three different visiting teams. The Carleton team’s notes are as yet incomplete and will be added later.

Respectfully submitted,

Elizabeth H. Tobin
Special Assistant to the President

Summary
Of the Final Report for the Admissions Working Group
Subcommittee on Recruitment

1. The Admissions Working Group made the following recommendations.
2. We recommend, and are pleased to note that Admissions has already begun hiring a Director of Multicultural Recruitment.
3. We recommend that the College adopt a series of specific goals for improvement in our recruitment and enrollment of students from underrepresented minorities. The full report gives details of the goals we suggest.
4. We recommend that Bates encourage the work of “Admissions Partners,” alumni, existing students, faculty, and staff, to help recruit students from underrepresented minorities.
5. We recommend that Bates select particular high schools, if possible in conjunction with work with a local non-profit agency, for long-term, intensive recruitment efforts.
6. We recommend that the Admissions organizational structure explicitly foster communication and clear relationships around the recruitment of students from underrepresented minorities.
7. We recommend revising our financial aid materials for parents and students to make them easier to understand and helping low-income families understand that a Bates education can be possible.
8. We recommend creating and making widely known a named scholarship which could serve to attract students with a strong interest in improving the life situations of underrepresented minorities in the United States.
9. We recommend working towards a goal of at least 60% students from outside of New England.
10. We recommend greater attention to high schools in our local community.
11. We recommend that the Faculty-Student Admissions Committee, or another appropriate committee of representative community members, undertake a study and consideration of our policies about gender in Admissions.

Communications Working Group Summary
of the
Campus Climate Project
2005-2006

What structures, programs, services, and resources can we identify to streamline communications, provide appropriate transparency, and encourage civil and respectful communication?

We accomplished, with cooperation from other groups and offices, three tasks:

1. We collaborated with the Special Assistant to the President and President Hansen on a communications structure for the Special Assistant to the President, Affirmative Action Officer, and liaisons from campus offices.
2. We created a simple, one page handout describing responsibilities of students, Bates Security Officers, and Lewiston Police.
3. We have contributed to speedier communications regarding hate/bias incidents.

We make the following recommendations:

1. Ensure that communication around issues relating to diversity is given a high priority.
 - 1a. Consistent and on-going high quality diversity education for all members of the Bates Community.*
 - 1b. Create "Safe Zones."*
2. Develop a policy for communicating about events which affect the entire campus and which also involve individuals.
3. Share information about students with faculty and staff whenever that sharing might improve the success of students.
4. Create better methods of communication across the entire campus.
 - 4a. Establish an "Answer Person."*
 - 4b. Institute an emergency notification mechanism.*
 - 4c. Develop a web portal.*
 - 4d. Publicize the anonymous reporting feature on the Security and Campus Safety website.*
5. Create visual representations of multiculturalism on campus.
6. Communicate more clearly with students that Bates values diversity, requires respect for all community members, and enforces the Student Code of Conduct.
 - 6a. Schedule as many First-Year Seminars in the same time slots as possible, to allow some of these time slots to be used for communication of Bates values about diversity.*
 - 6b. Include more information in orientation about acceptable behavior and repercussions.*
 - 6c. Publicize Student Conduct Committee decisions.*
 - 6d. Bring the Student Code of Conduct to the forefront.*

**Executive Summary
Carleton College Visit
Campus Climate Project, Comparisons Subcommittee
26 May 2006**

The team that visited Carleton College 17-20 April 2006 was greatly impressed with the welcome we received, the conversations happening at Carleton, and the work being done there on issues of diversity. Individuals at Carleton recognize that it is a place that has changed and still has more to learn about how to support a diverse campus. They see recruitment and retention of faculty of color, a degree of intercultural conflict, participation of students of color in non-course-based scholarship, attraction and retention of students of color to majors in the sciences, and graduation of Black males as particularly problematic areas. They have initiatives beginning or in place to address these problems, and, as an institution, they tend to take the approach of trying solutions through multiple approaches even while recognizing that not all will be effective. Carleton has had considerable success at increasing the diversity of students, at providing safe spaces for many of those students, and improving both the interactions and dialog across difference. We found three key aspects to the practices and resultant culture of Carleton that are particularly relevant to their ability to recruit, retain, and provide a supportive environment for students from a diversity of backgrounds: (1) setting expectations and limits, (2) support and reinforcement, and (3) leadership. These three are inextricably linked but are separated here to emphasize these essential aspects of the difficult task of building and maintaining a campus culture and climate welcoming to and supportive of diversity.

setting expectations and limits

Carleton begins the process of communicating about its climate and culture prior to the admission of students and continues this work throughout a student's time at Carleton. The central message of Carleton as a place that is for intellectually engaged and curious students who want to learn carries through the media provided for and interactions with prospective students. Students who wish to party are encouraged to go elsewhere. At the same time, Carleton provides a sense of what is fun to do on campus. These messages are about traditions and activities that are open to anyone and are not based on alcohol. There is encouragement for all interested to participate. Throughout a student's time at Carleton, they receive multiple messages that reinforce the importance of decency, personal responsibility, respect, and validation of difference. While some of these messages are spoken directly through resident assistants, hall directors, multicultural peer leaders, staff, deans, faculty, the president, and campus speakers, other messages are provided indirectly through the programs, facilities, and people supported at Carleton.

support and reinforcement

Mentoring, student support services, and the creation of safe spaces on campus are important both in directly supporting students and in indirectly communicating Carleton's commitment to affirmation of difference. Formalized mentoring and student support systems are led by faculty, staff, and students, so that students have many avenues through which to find persons with whom they can communicate about academic,

personal, and social concerns. While some programs (e.g., women of color retreat, multicultural peer advisors) are offered specifically to students of underrepresented racial and ethnic backgrounds, most programs, centers, and residences are open to all students even if only a subset of students routinely take advantage of them. The central theme from the Dean of Students Office is that of validating all students in their identity (which is used broadly here to include race, ethnicity, heritage, sexual orientation, gender, religion, class, and anything else important in a person's identity); it is assumed that students will encounter enough pressure to assimilate and acculturate, and that the validation of their personhood and background is key to their comfort and success at Carleton. This validation is done through specific programs, student groups, and safe spaces on campus and is essential to decreasing what they refer to as "environmental" risk for students; that is, Carleton does not accept students academically at risk, but they do have many students who have not had the experience of being a minority with respect to, for example, race or class. Even though a sense of pride in being a part of Carleton is fostered by alumni on campus during the school year and outreach to students as they become alumni, Carleton also strives to recognize and affirm individual difference.

leadership

Leadership both from the top down and from the bottom up has been and continues to be essential to Carleton's transformation from being a place that largely welcomes and recognizes upper middle class, heterosexual, White students to one that is more affirming of various kinds of difference. Individuals in positions of power are humble about what has been achieved, affirming of others who have participated in creating change, quick to point out what else needs to be done, and open to ways in which they might learn. Students have ideas about what kind of change might be needed, and they have a voice that has been instrumental in some changes on campus. While coalitions across faculty, staff, and students are rare, persons in all roles in the college have participated and continue to participate in college-wide initiatives surrounding diversity. Effective leadership from those in powerful positions (e.g., President, Dean of Students) was described as having included (a) good listening skills, (b) follow-through on what was heard, (c) a willingness to make changes that might be unpopular with some so that values or vision might be held with integrity, (d) an ability to connect people who might have similar interests or goals so that they might work together to build something, (e) the ability to work effectively with those resistant to change so that such resistance did not stop change, and (f) a desire to work for systemic change. Change at Carleton is participatory and involves everyone from the trustees and alumni to the faculty, staff, and students on campus.

**Executive Summary. Bates College Campus Climate Project.
Comparisons Group. Wesleyan University Visit. April 10-14. 2006**

As part of the Bates College Campus Climate Project, eight members of the initiative's Comparisons group visited April 10-16 Wesleyan University in Middletown CT. The Bates group was comprised of administrative staff, faculty and students: Dean of Students Tedd Goundie, Jean-Marie Gossard ('09), Professor Leslie Hill, Hannah Johnson-Breimeier ('06), Human Resources Manager Melani McGuire, Assistant Dean of Admissions Jason Patterson, Linda Taremeredzwa ('10) and Professor Eric Wollman.

During their visit, they hoped to gain insights into Wesleyan's three-decade commitment to diversity, and attendant changes in the campus climate toward difference. The group hoped to return to Bates with possible strategies that the College might consider in its current initiative. They met with more than 20 staff, faculty and students during that week.

In their subsequent notes on the visit, the group reflected: " Nearly everyone speaks about how important the infusion of goals is related to diversity throughout the work of the entire campus." That ongoing conversation, at times difficult, and Wesleyan's very visible commitment, reflect its current mature and highly-diverse environment. That climate of openness was hard-won, with more than 30 years spent in the struggles not only for more diversity, but for ongoing and palpable support for all underrepresented minorities. Staff, faculty, alumni and students all recognize the challenge of reinforcing this mission, but over time have been able to test and evaluate strategies related to diversity in such contexts as admissions, residential life, academics, and public safety.

What follows is a summary of most valuable points that the group learned about Wesleyan during their visit:

Admissions has developed strong programs for recruiting students from underrepresented minorities. Multicultural recruiting is everyone's responsibility, not a single staff person's. The Office has a well-established and effective outreach network that uses non-traditional recruiting resources, for example, community-based organizations. It also has a strong connection with the Alumni of Color network including an orientation program with admitted students of color that coincides with the Alumni of Color Reunion.

Students historically have been the driving force in Wesleyan's move toward diversity. Currently, the University seems to support the empowerment of students to lead initiatives and promote multiculturalism. Generally, students will make demands and the University usually meets them. Frequently, this process can be confrontational. Both orientation programs and residential life engage students with diversity. For example, first-year students take part in a year-long orientation: "10 Essential Capabilities." In residential life, the Wesleyan Diversity Education Facilitators (WESDEF) program as well as the use of area coordinators assist with difficult conversations. Full-time staff

work with both the WESDEF and RAs and seem vital to maintaining a positive residential life climate. In addition, student dormitory staff have a high level of responsibility in mediating difficult conversations.

Students of color mentioned that support systems developed for such difficult conversations about diversity work very well, but that people often come together only in a time of crises. Students felt strongly that "safe places" are extremely important and are the primary need for students of color "before anything else." Discussions with queer students revealed that Wesleyan was "an extremely accepting place and many queer students come out while at Wesleyan." Many programs support these students, including an internship sponsored by the Dean's office, an Admissions program which employs queer interviewers to interact with admitted queer students, and a Queer Resource Center. Wesleyan supports multiculturalism through theme houses, rather than centers.

Faculty mentoring is essential and several programs are in place to support students of color. The Student Academic Resource Network assists the student to succeed academically. Introductory courses also give students the option of "parachuting" to a less difficult level when they are struggling, or vice versa. Wesleyan also has developed impressive "bridges" for students of color, particularly in the sciences, including Health Professionals Partnership Initiative, a summer program to increase numbers in the health sciences from underrepresented minorities.

In **non-academic areas**, staff do not seem engaged with Wesleyan's diversity picture. For one, the University's proximity to a metropolitan area ensures a high level of diversity in the staff naturally. As such, some Directors mentioned not considering their departments part of the campus' ongoing diversity initiative. In addition, increasing staff diversity does not appear to be a current objective, nor one that many individuals with whom we met felt was important.

Public Safety provides their officers with extensive training and programs concerning diversity. Their team is comprised of officers from different racial backgrounds. However, the team does lack female officers and security staff believe the additional of females would be a positive move.

June 7, 2006

Executive Summary. Campus Climate Project. Comparisons Group. Bowdoin College Visit. May 4, 2006.

As part of the Bates College Campus Climate Project, 10 members of the initiative's Comparisons group visited on May 4 Bowdoin College in Brunswick Maine. The Bates group was comprised of administrative staff, faculty and students: Assistant Deans of Students Roland Davis and Erin Foster Zsiga, Director of Alumni & Parent Programs Kimberly Hokanson, Assistant Professor Jen Koviach, Professor James Parakilas, Human Resources Manager Melani McGuire, Associate Dean of Students James Reese, Linda Taremeredzwa ('10), Assistant Dean of Admissions Leigh Weisenburger, Jordan Williams ('07).

During their visit, they hoped to gain insights into Bowdoin's impressive record in recent years of increasing diversity in its student population, and improving its social climate. The group hoped to return to Bates with new ideas and possible strategies that the college might consider in its current initiative. They met with the President, administrative staff, and students. In their subsequent report on the visit and "overall impressions," the group reflected on two compelling lessons:

The first lesson to draw from this day is that such an initiative must come from every direction, from the students as well as the President, from people with specific expertise in the issues of diversity and from those with other expertise whose skills must be adapted to a changing campus climate. The whole community must be involved, so that the whole community will take the task to heart. The second lesson is that persons from outside the college must be called upon at every stage to assess the initiative's progress.

What follows is a summary of each of the May 4 meeting's most valuable points.

Meeting with President Barry Mills. President Mills touched on three themes in our conversations about Bowdoin's move toward greater diversity: belief in the value of diversity itself, risk and investment. He suggested the message must be clear and ongoing with the President visibly dealing with resistance. Trustees and an alumni base must be a strong part of such an initiative. Admissions and faculty must be also willing to take the needed risks to achieve change. Bowdoin has made a considerable financial investment in multicultural recruiting, and especially financial aid. The College has used such resources as Posse and Quest Bridge to recruit students of color. Programs such as Posse and Chamberlain scholarships offer students support that also bolster retention. President Mills suggested Bates begin immediately a mini-campaign to boost our financial aid for under-represented minorities, and call it a "financial aid imperative".

Meeting with Admissions staff: Associate Dean & Director of Multicultural Recruitment Fumio Sugihara, Assistant Dean Elmer Moore. This meeting provided several insights into how Bowdoin has increased its enrollment of underrepresented minorities, as well as widened its socio-economic diversity. Responding seven years ago to an "abysmal" acceptance rate of minorities, the college determined that the entire campus must contribute to admitting these students. Admissions has changed how they

recruit; their efforts are back by financial resources. The College only recruits underrepresented minorities (and athletes). Toning down the academic rigor message in their Admissions materials, and emphasizing livability and campus climate, seems to be more welcoming to more prospective students.

The Offices of Student Activities and Residential Life, and faculty have come together for events such as multicultural recruiting weekends. Admissions provides academic departments with lists of admitted students, based on expressed interests. Department members either e-mail or send letters to encourage them to attend the College.

Admissions also uses about 2000 alumni to help with recruiting and interviews.

Meeting with Director of Annual Giving Eric Foushee. This meeting's conversations focused on multicultural recruiting, and how alumni and others engage with accepted students of color. The discussion also touched on the role of the Office of Career Services.

The Posse Program and Chamberlain Scholarship Program were praised as highly effective means to changing the campus culture. The full commitment of the Board of Trustees has also been instrumental to making inroads to diversity. Trustees, members of the Alumni Council, staff and others call accepted students of color to encourage enrollment at Bowdoin. Alumni Relations identifies the individuals they will ask to make calls; Admissions pairs them with accepted students.

The Multicultural Alumni Committee, founded in 2002, is an ad hoc committee that looks at issues related to the College's admitted students of color, and works on recruiting for its Young Alumni Leadership program (YALP).

The Office of Career Services focuses on all students, rather than developing programs hinged to students' minority status. This office will, though, work with student groups to offer career programs for students of color.

Meeting with Dean of Student Affairs Office: Dean Craig Bradley, Sr. Associate Dean Tim Foster, Associate Dean/Dean of First-Year Students Margaret Hazlett, Director of First-year and Multicultural Programs Stacey Jones.

These individuals shared with the Bates group some of the strategies that over time have fostered diversity at Bowdoin and have gained support for its core values. They emphasized the clear ongoing statement of commitment from the President and Trustees. A Task Force on Admissions, comprised of key personnel from several offices, and chaired by the Dean of Students, was charged early in the initiative with: increasing admissions, strengthening yield, retention, and determining first-year challenges. Everyone on the committee had a task.

In residential life, first-year buildings have a diverse group of proctors who are expected to communicate core values of a pluralistic society and create a climate of respect. The Dean of Students Office has built the confidence of the college community over time in their handling incidents of disrespect /bias because of : rapid communication of incidents, the office hires people that students seek out and trust, the President reports on incidents, reinforcing the values of the college community, the Office consistently brings students together to talk about incidents.

In campus life, students of color now are represented in all areas: theater, art, music, and sports.

Meeting with Dean of Academic Affairs Craig McEwen. The Academic Affairs Office assists faculty in adapting to Bowdoin's evolving campus demographics. Its staff works to engage faculty in pedagogy that speaks to differing student needs, helping them, for example, to adjust curricula or teaching style. Currently, the Office is developing workshops for teaching writing, as the first step toward pedagogical change. Students also receive academic support through the Baldwin Center, which reports to the Dean of Academic Affairs Office.

Meeting with Director of Human Resources Tama Spoerri. The College is part of the Maine Diversity Hiring Coalition. However, because of Bowdoin's location, maintaining a diverse staff and faculty has been challenging. Some areas have a serious shortage of diverse candidates. But staff has become somewhat more diverse in the past two years. Human Resources has been more active, helping managers in the recruiting process. For faculty hiring, a previously decentralized process—department by department—has been replaced by a single coordinator. This person manages the dissemination of all faculty position ads. Human Resources finances and advertises all open faculty positions in *Black Issues in Higher Education*.

Meeting with Director of Safety & Security Randy Nichols. Mr. Nichols believes in community policing; students, faculty and staff are all on the security team. Staff receives general security training, as well as on racial sensitivity and multicultural issues. Their office is made up of 15 full-time and approximately 15 part-time security personnel. When hate/bias incidents occur, a committee comprised of President Mills, the Dean of Student Affairs, Safety and Security and students meet immediately and issue a statement.

Conversations with Students. Students emphasized that community building cannot be solely the responsibility of the student body, it must involve “top-down” actions by the institution. The institution and administrators must also be sensitive to the fact that not all minority students are part of the same community. Students felt strongly about the value of academic and social resources and support: retreats for students of color and other non-majority students; mentoring programs between upper and lower classmen; faculty mentoring. Some students did not feel supported once arriving on campus.

Meeting with Assistant Dean of First-year Students/ Director of Multicultural Student Programs Wil Smith, Freeman Grant Coordinator Laura Lee, Assistant Director of Residential Life Ginette Saimprevil The Posse Program was discussed as a strong means toward increasing diversity; providing leadership, needs-blind membership, and an emphasis on academic achievement. Last year, 10 Posse students met with Mr. Smith for two hours per week to talk about their adjustment at Bowdoin. They met individually with Mr. Smith once per week for additional support. Posse students also engage in cross-cultural communication sessions.

Solutions Working Group Summary
of the
Campus Climate Project
2005-2006

1. We recommend that the College begin as soon as possible to train faculty and staff in the techniques of dialogue appropriate for encouraging conversations across lines of race, ethnicity and other forms of difference.
2. We recommend that Bates provide multiple opportunities for all students to learn about the history and legacy of racial and ethnic oppression, homophobia, and other forms of discrimination on the basis of difference.
3. We recommend that Bates ensure the safety of all students in the residence halls. Students' physical safety needs to be secured, not only from unprovoked attacks, but also from retaliation for criticism of other students engaged in aggressive and destructive actions.
4. We recommend that the College encourage and allow visual representations of the diversity which already exists in our community, as well as visual representations of our commitment to diversity as a key component of a Bates education.
5. We recommend that the College take a series of steps to create space for a social life outside of the currently dominant alcohol culture on campus.
6. We recommend that athletics coaches and the system of athletics proactively adopt policies and practices which improve our campus climate around issues of race and other forms of difference.
7. We recommend that the Bates curriculum offer students opportunities for courses which can help students understand issues of difference and the history and context of racial and other differences.
8. We recommend that the College establish programs in the co-curriculum which can facilitate collaborative work among students from differing backgrounds.
9. We recommend that the Office of the Dean of Students reconsider the format of Orientation activities, extending it into the semester, introducing skills for dialogue, offering education about racism and other forms of discrimination, and stressing student accountability.

Ideas and Recommendations for Recruitment at Bates College
Campus Climate Project

May 17, 2006

Subcommittee on Recruitment

Introduction

The Subcommittee on Recruitment consists of Dennis Brown (Advancement), Charles Carnegie (Anthropology and African American Studies), Jim Fergerson (Institutional Planning and Analysis), Phyllis Graber Jensen (Communications and Media Relations), Emily Kane (Sociology), Jen Koviach (Chemistry), Caliandra Lanza-Weil '06, Gwen Lexow (Athletics and History), Joe Pelliccia (Biology), Mike Retelle (Geology), Elizabeth Tobin (Special Assistant to President), Craig Vandersea (Athletics), Michael Wilson '07. We met weekly from January through May 2006 to consider a response to a continuing problem we perceive at Bates. As a community, we have not been able to appeal to and enroll sufficient numbers of students from underrepresented minorities.

We are convinced that Bates' future as an excellent liberal arts institution requires us to become a more diverse community and to make our community one in which all students can grow intellectually and personally, knowing that the institution is working to support that growth. Bates must become a more diverse community because social justice means that all students have the opportunity to be considered fairly for the benefits of a Bates education. Bates must become more diverse, because we know that learning is enhanced by the presence of people with multiple perspectives; we want to be with and learn alongside people who will ask questions and offer perspectives different from our own. Bates must also become more diverse, because this is what students demand. The definition of an excellent education includes learning through diversity; the strongest high school students demand it. The Office of Admissions must be joined in our efforts to improve Bates by all other offices. Admissions, however, must play a crucial role.

We recognize and applaud the efforts of Admissions deans, over the past two decades, to expand the pool of students from which our applicants are drawn. We know that the number of students from underrepresented groups (by which we refer to African Americans, Asian Americans, Native Americans, and Latino/as) has increased at Bates, both in numbers and percentages, even as the Bates student body has grown. In 1976-77, Bates enrolled 45 students from underrepresented minorities, 3.4% of the total population of 1322 students. In 2005-06, we enrolled 164 students from underrepresented minorities, 9.7% of the total population of 1684 students.

Despite these gains, we note that the increase in the numbers of students from underrepresented minorities has been slow. By 1986, 63 students, or 4% of the total student body, came from underrepresented minorities, in 1996, 122, or 7.3%. Only in 2004-05 did we enroll more than 8% students from underrepresented minorities. While we have been making slow and gradual gains, many of our competitors have been growing in leaps and bounds. In the fall of 2005, Williams enrolled 27% of its students from underrepresented minorities, Bowdoin 23%, Carleton 20%, Oberlin 20%,

Middlebury 15%.¹ How long can Bates sustain its reputation among the most selective colleges, if we do not take dramatic action?

This subcommittee of the Admissions Working Group includes most of the members of the Faculty–Student Admissions Committee. Liz Tobin worked one day a week in Admissions and spoke with deans there often about the issues discussed here. Professor Charles Carnegie served as our representative to the Mellon Grant Planning Committee, where many of these ideas were further discussed. This report is thus a collaboration among several groups charged with consideration of long-range planning, short-term strategies, and daily practices in Admissions.

What follows is a discussion of recommendations about recruitment from the Admissions Working Group.

Hiring a Director of Multicultural Recruitment

Our discussions early in the semester led us to the conclusion that hiring a Director of Multicultural Recruitment is very important. Bates can benefit greatly from a person with experience in the field of admissions and in multicultural recruitment, to work in collaboration with our current Assistant Dean for Multicultural Recruitment. We were therefore very gratified to hear over the course of the semester from Dean Wylie Mitchell that the Office of Admissions had reached the same conclusion. We think that the task at hand in Admissions is both crucial to Bates and a labor requiring dedication and expertise. We look forward to both being supplied by the new Director. Members of our Working Group will be happy, as far as we are able, to assist with the search, to meet with candidates coming to campus, and to work with the new Director in the coming year.

Goals

We recommend that the College adopt the following goals for improvement in our recruitment and enrollment of students from underrepresented minorities.

These goals are under consideration by the Mellon Grant Planning Committee and we endorse them.²

As a long-term goal, Bates should seek to be a global learning community, with students from many different backgrounds: racial, ethnic, religious, geographic, national, sexual orientation, and socio-economic.

¹ *US News and World Report, online edition.*

² The Mellon Grant Planning Committee, led by the President and including representatives from each of the Campus Climate working groups, has developed these targets because 1) their achievement would allow a major difference in the campus culture, 2) they appear achievable with hard work, 3) they can serve as goals against which to assess our successes in this area. For comparison, the most recent data about the US population, for 2004, indicates that 9.7% of the population is African American, 8.8% Asian American, 7.0% Hispanic, and 1.9% Native American.

As a shorter term goal designed to achieve that global community, Bates should achieve at least twice the current percentage of students from underrepresented racial and ethnic minorities (from 9.7% to 18-20%), and from first-generation and low-income students by 2012 (averaging an increase of 1.5-2% per year).

- From 2.6% to 5-6% for African Americans
- From 2.4% to 5-6% for Latino/as
- From 4.3% to 9-10% for Asian Americans
- From .4% to 1% for Native Americans
- From 5% to 10% for First-Generation Students
- From 9% to 12% low-income students (currently often defined as Pell-grant eligible)³

Admissions Partners

We recommend that Bates encourage the work of “Admissions Partners,” alumni, existing students, faculty, and staff, to help recruit students from underrepresented minorities.

The Office of Admissions works with many “partners” currently: alumni who volunteer to interview students who cannot come to campus; faculty who have worked part-time in Admissions, engaging in interviewing, information sessions, reading applications, and participating in admissions decisions; faculty who agree to requests to be on panels, contact interested or admitted students or come to Prologue events; students who take materials back to their high schools or who help with Prologue activities; students who work in Admissions for pay; coaches who recruit students one-on-one. We recommend that Admissions utilize these partners more effectively, in some cases making the partnerships more formal.

- The Admissions deans responsible for directing the recruitment of multicultural students could work more closely with the coaches, collaborate on recruiting some students, and learn some of the techniques used by coaches.
 - A coach could travel with or collaborate with a dean in getting the attention of college counselors at large public high schools.
 - Deans could adopt some of the strategies of coaches: long-term strategic planning; contact with individual students; working with parents; devising regionally specific messages.
 - Athletics’ use of early decision admissions suggests a possible model; we recommend using early decision in a careful way for students from underrepresented minorities. In all cases, we think early decision should only be recommended to students who have considered all options thoroughly and have decided that Bates is their clear first choice. Recruiting underrepresented students who have made that decision could help us with our goals of a more diverse student body.

³ The national conversation about low-income students is only recently underway and new or better measures may develop.

- Bates could encourage coaches to play a greater role in encouraging the recruitment of students from underrepresented minorities.
- Deans and coaches working closely together might be able to communicate well about how to understand the potential of individual students.
- The Office of Admissions could bring alumni into collaboration in new areas, as well as interviewing. We recommend working with Advancement to involve all alumni, including a new emphasis on involving our alumni from underrepresented minorities.
 - Alumni in non-profit admissions organizations, such as our alumni involved with Summer Search and Posse, could serve as the contact for long-term relationships with agencies and high schools.
 - Alumni from underrepresented minorities could be asked to be involved with interviewing.
 - Alumni from underrepresented minorities could be asked to represent Bates at college fairs or contact accepted students.
 - More systematic collaboration with alumni requires more supervisory time by an admissions dean and thus time away from a task that dean does now.
- Students are now very successfully involved, including students from underrepresented minorities, in paying positions as tour guides and Admissions Fellows who participate in information sessions and interviewing. Engaging students from underrepresented minorities to help recruit new students is also often effective, but less systematically organized.
 - The Office could give both tour guides and Admissions Fellows more supervision and training, especially in thinking about appealing to students from underrepresented groups. Tour guides could include discussion of our commitment to the educational value of diversity and the challenges that diversity presents to all students. Reports from both faculty and students suggest that tour guides and Fellows could use more such training.
 - The Office could use enrolled students of color more systematically in recruitment from their home high schools. More dean time thinking about which high schools of our enrolled students we would like to target, systematically enrolling contacting students with advice and materials, and following up with those students when they return, could yield good results.
 - Encouraging enrolled students to find the time to contact admitted students is likely to be very effective, but again requires organization and possibly more inducement for the enrolled students. Perhaps this should be a paid responsibility for students who would agree to participate in Prologue events, as well as contact interested and admitted students. Again, more supervisory time from deans would be necessary to make this effective.
 - Working with the deans and staff in residential life could be helpful in making contact with more students who would host students from

underrepresented minorities. We are aware that Admissions already works with the staff of the Multicultural House and urge that to continue.

- Faculty do contribute towards our goals of recruiting students from underrepresented minorities. This has been most effective when faculty work in Admissions with course releases. Efforts to involve faculty in more ad hoc ways, on panels or contacting students interested in particular disciplines are inconsistent. A more organized system would allow Admissions more reliability.
 - We recommend continuing the practice of having a faculty member work one day a week in Admissions with one course release, with full involvement in all activities, and we recommend that a faculty member from an underrepresented minority take that position when possible. We also recommend that this faculty member be simultaneously a member of the Faculty-Student Admissions Committee, ex officio.
 - A system in which one faculty member from each division receives a small stipend to collaborate with Admissions would increase reliability for Admissions and decrease faculty irritation at requests which appear to them to be “add-ons” at busy times. These divisional faculty would agree to participate in Prologue events, respond to prospective students interested in their division, participate in one information session a month during the academic year, organize other faculty to be part of Admissions events, and contact accepted students from underrepresented minorities. The current Faculty-Student Admissions Committee is developing a program to involve faculty in the processes of recruiting students and contacting admitted students; that system would buttress the work of these “divisional faculty.”
 - The Office could utilize retired faculty living nearby for Admissions Information Sessions and interviewing students. For a small stipend, these faculty could share their wealth of knowledge; with guidance, they could represent Bates’ concern with embracing diversity.
 - The Office could work with an Advisory Council for the Recruitment of Students from Underrepresented Minorities, consisting of three faculty members, two of whom are drawn from the interdisciplinary programs in African American Studies, American Cultural Studies, and Women’s and Gender Studies, plus the Director of Multicultural Affairs. The Council, using its faculty expertise on issues of racial and ethnic issues, as well as its knowledge of student life at Bates, would work with the Admissions Office to develop and implement new policies to help improve the recruitment and retention of students from underrepresented groups as well as assist the college as a whole to begin to think about questions of diversity in more systematic and encompassing ways. The Council would offer its advice to the Dean of Admissions and the President.
 - The Harvard Center for Community Partnerships could also act as a significant partner. Student volunteers, trained by Admissions staff, could engage in service learning projects which supplement the work of Admissions deans. For example, Bates students could offer workshops in

local schools in Lewiston, Auburn, and Portland, in filling our FAFSA forms or college applications, or in constructing essays. Many of these schools are educating students from many different backgrounds and we would like to encourage them to apply. Further, our local communities include many low-income students.

- The staff of the Multicultural Center currently work with Admissions in many ways, such as collaborating on Prologue weekends, meeting with prospective students, and talking with admitted students. We recommend that Admissions continue these methods of collaboration and seek new ones. The staff at the Multicultural Center, because of their outstanding work with enrolled student of color, could offer excellent advice about the rewriting of brochures to highlight the aspects of Bates which will attract the pool of applicants we need.

Targeting Clusters of High Schools and Agencies

We recommend that Bates select particular high schools, if possible in conjunction with work with a local non-profit agency, for long-term, intensive recruitment efforts.

The Report of Reports⁴ demonstrates that ad hoc advisory committees have repeatedly recommended to the Office of Admissions that deans recruit more intensively in high schools with a higher number of students from underrepresented minorities, especially public high schools in U.S. cities. The Office has sometimes followed this advice, but only for a brief time. Admissions deans have reported to us the challenge of recruiting at large, urban, public high schools, where college counselors, overwhelmed by their workload, cannot connect our deans with students interested in or prepared for Bates.

After conversation with admissions deans and after reading the March 21, 2006 report from Jim Ferguson on the high schools and georegions sending Bates the largest number of prospects, we suggest a long-term strategy of selecting 4 or 5 high schools or clusters of high schools with high enrollment of students from racial and ethnic minorities. These high schools should be chosen in an area with one or more strong non-profit agencies which seek to encourage the college aspirations of first-generation and low-income students. We recognize that the details of such a strategy would have to be worked out by the admissions deans, but our conversations suggest the following ideas could be useful.

Many students in urban public high schools show interest in Bates, according to Jim Ferguson's data, but few end up enrolling. How could we change this ratio? We recommend using a long-term strategy, which we understand has been part of the success at other institutions, such as Bowdoin, Carleton, and Wesleyan. Bates would send an admissions dean to the area of these high schools once or twice a year, offering aid to

⁴ "The Report of Reports", completed in January 2006, summarizes the work and conclusions of the many committees at Bates which have concerned themselves with issues of diversity. It is appended to this report.

students interested in learning the skills necessary for preparing and applying for college. Over time, these deans would build relationships with college counselors, administrators, non-profit agencies. Bates would gain name recognition and a reputation as an institution interested in these students' success. We in turn would learn about the lives and interests of these students. Over several years, we would draw increasing numbers of applicants.

Conversation with admissions deans has also informed us about the difficulties Bates has experienced because of turnover amongst deans, both geodeans and deans responsible for multicultural recruitment. We understand that this turnover has meant initiatives started by one dean are not pursued by subsequent deans. In order to prevent a similar fate for this policy of working with clusters of high schools with large numbers of students from underrepresented minorities, we recommend that the College invest in appropriate software to facilitate documentation of work with these high schools and agencies, as well as communication among deans. It is our understanding that other institutions make use of such software. Thus, even in the normal event of a dean's departure, a new dean could keep working with the former dean's contacts.

- Bates chooses high schools with strong involvement of non-profit agencies aimed at encouraging students from underrepresented minorities to attend college. The Admissions Office has purchased the College Board's Enrollment Planning Service software for 2006-07 as a tool to help identify appropriate high schools. (Members of our Working Group suggest that magnet schools often do an excellent job of preparing students.)
- Admissions deans offer yearly programs to help students with planning for or applying to college and understanding financial aid.
- Admissions deans invest in relationships with counselors and community members involved with the high school.
- Deans document the work with these high schools and the names of key contacts so it can be passed on to new deans.
- Bates invests in appropriate software or the configuring of aspects of Banner so information can be shared among geodeans and deans directing multicultural recruitment. We understand that OnBase might be a tool worth investigating.
- We can rely upon the research by Jim Ferguson (Office of Institutional Planning and Analysis) and Admissions deans in choosing regions for these high schools.
- We stay in for the long haul.
- Admissions must be strategic about its allocation of work, in order to accomplish these new tasks. We suggest that the admissions deans think about reallocating their time from some current task to these new ones. Some of those tasks which might receive less attention, for example, might be visiting on a yearly basis high schools with predominantly majority students, or interviewing such a large percentage of our applicants. Also, use of new technology may be a method of streamlining existing tasks in order to make space for new ones. Some colleges and universities have begun keeping applications online, enabling deans to travel and continue reading applications as well as streamlining the process of preparing applications for reading and entering comments about applications.

- All of us recognize that adopting new strategies entails risks. For example, perhaps Bates' number of applicants or yield might decline while we learn more effectively to attract a more diverse student body. The entire Bates community assumes these risks, not Admissions alone.

Bates Admissions Organizational Structure

We recommend that the Admissions organizational structure explicitly foster communication and clear relationships around the recruitment of students from underrepresented minorities.

The members of the Working Group have listened to admissions deans in formal and informal presentations as they discuss the recruitment of students from underrepresented minorities. From our perspective, it appears that the lines of responsibility are unclear. This year, the Assistant Dean for Multicultural Recruitment has clearly has responsibility for all aspects of Prologue, the reading of applications from students from underrepresented minorities, and has special responsibility for contact with many students from underrepresented minorities, but how that dean should collaborate with geodeans has been unclear to us. If a geodean meets a counselor or agency employee in their geographic territory who is recommending particular students, should the geodean contact the multicultural dean? Who should follow up? Who has the responsibility for initiating contacts with particular high schools, counselors, and students? Should the deans for multicultural recruitment travel in the georegions of other deans or contribute to decisions about the travel of geodeans? How should the deans document and communicate information that is important for each other?

As a Director of Multicultural Recruitment is hired, we strongly recommend that these issues be publicly considered and decided. Bates will want to make these decisions in the context of advice and experience of the person hired.

Bates' number of admissions deans appears in keeping with the numbers of deans at comparison colleges. Bates at full staff has 10 deans, Carleton, 9 and two counselors, Wesleyan, 11 with about 3,000 students. This suggests that the new responsibilities which come from meeting our goals for recruitment and enrollment of a highly diverse campus could be based on reassignment of existing staff time. This reorganization should also be made in consultation with the new Director of Multicultural Recruitment.

In the "Report of Reports," the issue of staff turnover appears as a source of discontinuity in Bates' strategic thinking about the recruitment of students from underrepresented minorities. Turnover does not always have to be perceived as a problem, so long as Bates establishes a system of memory in the office and documenting contacts and knowledge about schools and agencies is considered a part of a dean's responsibilities. We would like, however, also to suggest finding creative methods to keep beginning-level deans interested in their jobs. Could changing responsibilities every few years help deans retain the sense of challenge in their jobs?

We recommend that the deans consider methods which would allow them greater contact with the student body, faculty, and other staff. Many people involved in the climate project this year have had the opportunity to work closely with admissions deans for the first time. Greater contact with the rest of the community offers deans knowledge about Bates which can be valuable in talking with prospective students. That greater contact also makes it easier to create relationships with other staff and faculty who may therefore volunteer to work on admissions tasks.

We also recommend that Bates consider collaboration with other colleges in the recruitment of students from underrepresented minorities. We currently practice this model in our recruitment of international students.

Financial Aid

We recommend revising our financial aid materials for parents and students to make them easier to understand and helping low-income families understand that a Bates education can be possible.

We recommend creating and making widely known a named scholarship which could serve to attract students with a strong interest in improving the life situations of underrepresented minorities in the United States.

We find our materials explaining financial aid to be truthful, but confusing. We recommend creating materials designed to make low-income families aware that financial aid could make a Bates education affordable. Recently, financial aid officials at Harvard discussed the same problems and concluded that they needed to simplify their message. “. . . [W]hen university officials conducted a focus group with low-income students, officials realized that even the students who were enrolled did not clearly understand the financial-aid resources available to them. . . .”⁵ We suggest benchmarking our materials with those at colleges with more success in recruiting students from low income families. We would like our materials to contain what William Bowen, President of the Mellon Foundation, described as the "announcement effect",⁶ letting families with low incomes know that financial aid can make an education at Bates possible.

We have heard about another issue, that many first-generation college students, low-income students and some students from underrepresented minority families have difficulty working with the financial aid application materials and process, sometimes fail to meet critical deadlines. Many could benefit from more personal attention and outreach in the financial aid application process. This may be difficult to accomplish because the financial aid officers are already working at capacity, but perhaps the problem might be

⁵ Karin Fischer, “Elite Colleges Lag in Serving the Needy: The institutions with the most money do a poor job of reaching the students with the least” *The Chronicle of Higher Education* May 12, 2006, <http://chronicle.com/weekly/v52/i36/36a00101.htm>.

⁶ Cited in Fischer, *ibid*.

alleviated through better help guides, or by identifying and distributing existing guides and literature on aid that has been prepared by outside agencies.

We welcome the work of the capital campaign in raising funds for scholarships, and expect that the campaign will help our ability to provide financial aid to students. We also recognize that Bates offers a similar amount of financial aid as colleges with more endowment, and that increasing financial aid can only be a small part of our attempts to attract and enroll more students from underrepresented minorities.

We recommend the use of named scholarships available for students with a strong commitment to improving the lives of students from underrepresented racial and ethnic minorities. These scholarships serve as important sources of knowledge about our commitment to educating these students and to the educational value of a diverse campus. For example, we are aware that the Mellon Grant Planning Committee is considering one such scholarship: Bates would name three entering students each year as “Bates College Science Scholars.” The Science Scholars would be chosen from applicants passionate about the study of science and with a demonstrated goal of using science to benefit persons from underrepresented minorities in the United States. They would receive financial aid according to their need, the right to participate in a summer science program at Bates, a science faculty mentor, and funding to work in a faculty member’s laboratory for one summer.

We recommend that the College, through its offices of Admissions, Financial Aid, and Institutional Planning and Analysis, conduct more research related to financial aid. Bates has an Admissions trends profile, but no comparable official financial aid profile which would allow analyses of trends of the number of students with aid, how aid packages are distributed, and what the total dollars expended are in each aid program. We also need to engage in more detailed research to learn how our financial aid packaging affects students’ decisions to enroll at Bates. We see that Bates faces difficulties in carrying out these analyses: our financial aid staff are fully engaged in preparing financial aid offers and in filing mandatory federal reports and other offices may not have the detailed knowledge of financial aid regulations that is required for such analyses. We also have very little knowledge about the detailed packaging policies of our peers, because details are not shared in the regular national statistics.

Geographical Regions

We recommend working towards a goal of at least 60% students from outside of New England.

We recommend greater attention to high schools in our local community.

It is our understanding that Bates has recently worked towards a goal of enrolling 50% of our students from New England and 50% from areas outside of New England. We recommend stretching for the goal of 60% from outside of New England. We think

geographical diversity is an important part of the global community we think Bates should seek.

We recommend that Admissions deans devote more time to local high schools, that is Edward Little, Lewiston High School, and Portland high schools. These high schools have become more diverse and Bates should take this opportunity to recruit students from underrepresented minorities close to home. Students recruited in Lewiston, Auburn and Portland, especially from immigrant communities, have few issues about homesickness or distance from families. Also, encouraging the aspirations of local high school students is a part of our responsibility as community members. Some of this work could perhaps be undertaken by Admissions Fellows trained by deans and it could be supplemented by volunteers collaborating with the Harvard Center.

Gender

We recommend that the Faculty-Student Admissions Committee, or another appropriate committee of representative community members, undertake a study and consideration of our policies about gender in Admissions.

The issue of gender balance in admitted classes has been under discussion at the national level for many years and has recently broken into the national media. Since 1995, Tom Mortenson, who publishes *Postsecondary Educational Opportunity*, has been pointing out that the proportion of men enrolling in and graduating from college has been declining.⁷ This imbalance is more pronounced at large public universities than at elite institutions. More recently, Kenyon admissions officer Jennifer Delahunty Britz, wrote “To All the Girls I’ve Rejected” in *The New York Times* about her concern that colleges across the country are engaged in a form of affirmative action for men.⁸ Bates finds itself in the midst of a national trend and a national debate.

We understand that Bates policy seeks a gender balance of 50% females and 50% males. It is our understanding that more women apply to Bates than men, and possibly that more women meet our academic qualifications than do male applicants. The arguments given for admitting an equal number of men and women we have taken to calling the “snowball” argument.

According to this argument, men and women both wish to be at colleges with a roughly even number of men and women, for social reasons. If the gender balance begins to tip towards women, then men gradually apply to that college in lower numbers, turning instead to colleges with gender balance. If men apply in lower numbers, the gender

⁷ Robert A. Jones, “Where the Boys Aren’t: For Young Males, the Drift Away from Academic Achievement in a Trend,” *National Crosstalk: A Publication of the National Center for Public Policy and Higher Education*, 13:2, Spring 2005, <http://www.highereducation.org/crosstalk/ct0205/news0205-boys.shtml>.

⁸ March 23, 2006. Jim Tierney responded in the *New York Times* with “On Campus, a Good Man is Hard to Find,” on March 25, 2006.

balance tips more towards women. In response, women begin applying in lower numbers, because they, too, wish to be at a college with gender balance.

We understand that this argument is widely circulated, has the ring of common sense, and strikes fear in the hearts of college administrators. A news article quoted an unnamed college official: “‘When a college sees its gender gap getting close to 60/40, they're going to get nervous because that's roughly the point where the college starts to lose its attractiveness to both males and females,’ said one official. ‘In that situation the leadership will take steps to pull in more boys, even if those steps are carried out under the table. The market realities are such that I don't think they have a choice.’”⁹

We do not assert that this argument is correct or incorrect, but we do assert that we could find no evidence for it. A literature search turned up one scholarly article on the subject, which argued that the colleges studied did not discriminate against women in favor of men.¹⁰ That study used SAT scores and high school GPAs from 13 liberal arts colleges across the country to demonstrate that women are accepted at higher rates and women make up a larger than 50% share of applicants. Men, however, appear in disproportional numbers in the lower ranks of applicants, which may account for a sense of “affirmative action for men.”¹¹ We could find, however, no discussions of any particular colleges which had experienced a “snowball” effect, but we could find a number of colleges which had significantly higher percentages of women, which do not appear to be “tipping.”¹²

We think Bates should do a more thorough job of researching this question before basing its policies on this argument. If the “snowball” argument were not correct, Bates could be disadvantaging itself for no good reason. If we are offering advantages to male candidates, how does this fit with our values? How do these policies relate to issues of student behavior and dorm damage, a nearly completely male problem. Would allowing a higher percentage of women increase our selectivity? It would be worthwhile to consider these questions seriously.

Our Thanks

We would like to thank all the members of the Office of Admissions, who offered us information and help as we discussed these issues. Admissions deans joined our Working Group; others came to meet with us. All of them have been excellent partners in helping us consider these issues. We appreciate the way in which the Office of

⁹ Jones, *ibid.*

¹⁰ Sandy Baum and Edan Goodstein, “Gender imbalance in college applications: Does it lead to a preference for men in the admissions process?” *Economics of Education Review* 24:6 (2005) 665-675.

¹¹ From the abstract: “. . .we find clear evidence of a preference for men in historically female colleges, which have the highest percent female applicant pools. Being a male applicant raises the probability of acceptance at these schools by between 6.5 and 9 percentage points. We find no significant male preference in historically co-educational or historically male colleges despite the fact that their applicant pools are more than 50% female.”

¹² Goucher College: 72% female; Bennington College: 66%; Virginia Wesleyan College: 66%; Fisk University: 65%; Lewis and Clark College: 62%; New College of Florida: 62%; Antioch College: 61%; University of Puget Sound: 60%; Macalester: 56%.

Admissions joined with the entire campus in thinking about ways to improve our campus climate in 2005-06 and we thank them in advance for working with these recommendations and goals for Bates in the future.

Respectfully submitted,

The Admissions Working Group
May 17, 2006

Report of the Communications Working Group
of the
Campus Climate Project
2005-2006

In the fall of 2005, President Elaine Hansen initiated the Campus Climate Project, with a charge of improving the climate for underrepresented minorities on the Bates College campus. Within several months, groups of staff and faculty working together had focused their work in four areas: Admissions and Financial Aid, Communications, Peer Comparisons, and Solutions.

At a campus wide meeting in January 2006, to which all members of the Bates community had been invited to participate, students, staff, and faculty signed up for one (or more) of the four Working Groups. This report documents the work of the Communications Working Group which met weekly from January through May.

The committee consists of Liz Tobin (Special Assistant to the President), Lori Ouellette (Dean of Faculty), Meredith Braz (Registrar), Laura Juraska (Library), Camille Parrish (Environmental Studies), Holly Gurney (Dean of Students) Peter Wong (Mathematics), Sara Stone '06, Wylie Mitchell (Dean of Admissions), Krista Scottham (Psychology), Vicky Devlin (Advancement), Sarah Potter (Bookstore), and was convened by Alison Vander Zanden '06 and Ellen Peters '87 (Institutional Planning and Analysis).

Our group began with the following goal: "Look at the ways in which different College offices cooperate and share information in meeting the needs of students who perceive themselves to be different here at Bates. Identify areas in which communication and cooperation could be improved."

As we pursued this goal, we found that the issue of communication at Bates reaches well beyond students who perceive themselves to be different, and we struggled to place the more specific charge in an environment where the overall communication structure is informal, and where daily interaction is sometimes impeded by a general lack of civility, insufficient understanding of differences, and excessive student alcohol consumption. We wondered if students had the tools to communicate effectively with one another and with faculty and staff. And we wondered how faculty and staff were able to support students through the communication structures we do have in place.

Early on, Krista Scottham provided us with our catch-phrase: "*It's very easy to get help at Bates; the answer to any question is only six to ten phone calls away.*" Thus began our drive to think about ways in which we could help streamline communication so that students, faculty and staff would know where to go to get information and/or support.

Ultimately, we settled on the following question: What structures, programs, services, and resources can we identify to streamline communications, provide appropriate transparency, and encourage civil and respectful communication?

We accomplished, with cooperation from other groups and offices, three tasks:

1. We collaborated with the Special Assistant to the President and President Hansen on a communications structure for the Special Assistant to the President, Affirmative Action Officer, and liaisons from campus offices.

We recommended that the Special Assistant to the President work with the new Affirmative Action Officer and convene a bi-monthly meeting of representatives from each major office at the College. The goal of these meetings will be to ensure that issues encouraging the success of underrepresented minorities be foregrounded as we conduct daily business. Our discussions stressed the way in which most communication at Bates uses informal channels; thus we are optimistic that these regular meetings will provide more opportunities for informal communication relating to the success of students and staff from underrepresented minorities. This structure will be in place for the 2006-2007 academic year.

2. We created a simple, one page handout describing responsibilities of students, Bates Security Officers, and Lewiston Police.

During the winter 2006 semester, a number of students called for a better understanding of the role of the Office of Security and Campus Safety in interactions with students. Some of that information is available in various sources, but student conversations, demonstrations and handouts distributed at all-college events indicated that many students had difficulty locating the information. We met with the director of that office, Tom Carey, to discuss ways in which we might be able to assist students in accessing that information. We settled upon a one page handout that would detail the responsibilities we all have in keeping the campus safe. We have created that document (attached), and have passed it on to Director Carey and Dean of Students Tedd Goundie. We expect that the Dean of Students and the Director of Bates Security will make any necessary changes, work with OCMR to format it, and distribute this document widely, with necessary changes in subsequent years.

3. We have contributed to speedier communications regarding hate/bias incidents.

Unfortunately this year, Bates experienced several hate/bias incidents. While the occurrences themselves were disheartening, a delay in notifying the community exacerbated the emotional responses of fear, anger, and marginalization, and provided grist for the rumor mill. Because we represented many different areas of the College, our conversations reflected widespread attitudes about communications around these incidents. We recommended the Office of the Dean of Students notify the community immediately, through a variety of mechanisms, and include the process for addressing the incidents, and provide assurance of safety. We know that the Dean of Students heard similar comments from other sources. Throughout the semester, it is significant that the Dean of Students has been able to 1) shorten the response time for the reporting of these incidents and 2) offer more detailed information.

We make the following recommendations:

1. Ensure that communication around issues relating to diversity is given a high priority.

The Communications Working Group discussed our experiences, across many areas of the College, with communication around issues relating to diversity. Staff and faculty also spoke about these issues with our colleagues in our own offices and departments; students spoke with other students. We heard many examples of policies and practices in which communication was haphazard, slow, or lacking. Better communication might have improved the success of students from underrepresented minorities. Here are a few examples:

- An Associate Dean of Faculty who wanted to encourage students from underrepresented minorities to enroll in First-Year Seminars did not collaborate with the Deans of Admissions who were knowledgeable about those students.
- Faculty members who had students with poor class attendance did not learn from the Deans of Students information that may have improved their ability to help these students.
- The ombudsperson system which could have been used in moments of conflict or miscommunication was hardly publicized.
- Students who were concerned about what they identified as racist staff behavior received conflicting information about informal and formal avenues to follow.
- Following an all-campus party, rumors about an incident involving race flooded the campus, with widely varying content, but no one in the College issued an official clarification.

We find, however, that ensuring communication about issues relating to racial, ethnic, religious, sexual identity or international differences has not been a priority in most offices of the College. Thus this recommendation urges us to make such communication one of our highest priorities. In order to assure that all offices make such communication a priority, we urge the College to take the following actions.

1a. Consistent and on-going high quality diversity education for all members of the Bates Community.

In order for the Bates community to communicate, particularly with regard to diversity, we need to know what the issues are, and how to be considerate in our discussions. While Bates has had “diversity training” in the past, this Working Group felt that learning about diversity should be continuous, and woven through the fabric of our culture. This education needs to be job specific, and led by people who are knowledgeable about those jobs. (Learning about diversity for the Financial Aid Office may be very different than learning about diversity for the Dining Services, as they have different interaction with students.) We strongly recommend that a program for learning about diversity be instituted and maintained through the years. Events such as “Chili Night” at Carleton College would fall into this category (see report from the Comparisons Working Group).

1b. Create “Safe Zones.”

This concept builds upon diversity training, but is more specialized. Some people at Bates would receive a specific education for listening to and offering advice and information about resources to students concerned about their experience of racism, homophobia or other forms of discrimination. These faculty, staff and students would have a designation on their door that would make it clear they offered a “safe place” where members of the Bates community could feel comfortable and safe regardless of their perceived difference on campus.

Meredith Braz, our registrar, noted that she had gone to a presentation about “safe zones” on college campuses at the annual conference of the American Association of Collegiate Registrars and Admissions Officers.

2. Develop a policy for communicating about events which affect the entire campus and which also involve individuals.

There are times when an event occurs that draws attention to a student or a group of students. Certainly, their privacy needs to be respected. On a small campus, however, it is not unusual for these kinds of events to take on a life of their own, and turn into rumors that harm the community, spread misinformation, and create factions. During this academic year, some examples are the talk about the Security incident in November 2005 and the public discussions of football players using racial slurs. We recommend that the President, Dean of Students and Dean of Faculty create a policy for handling incidents about which there is discussion on campus and which impact the entire campus, but also contain confidential information. Especially when the identity of persons involved is already widely known, College administrators must be able to speak on such issues to help the community deal with these incidents.

3. Share information about students with faculty and staff whenever that sharing might improve the success of students.

We support the idea of information about students being given to all individuals who are in a position to give that student the support necessary for success at Bates. While FERPA puts some limitations on information sharing, it allows the sharing of information with personnel at Bates for educational purposes. We encourage the College to embrace a philosophy that leans toward sharing information. We understand that many colleges share information more readily than at Bates, and strongly support a policy which weighs the benefit to the students’ educational success more highly than the benefits of confidentiality, within the limits of FERPA. We urge the Deans of Students to compare the past stance with other colleges because we believe conversations with other deans might suggest why more sharing of information can be kept legal and be helpful to students. (We note the reservations about this recommendation on the part of one of our members, Dean Gurney. The rest of the Working Group listened carefully to her arguments, but respectfully disagree.)

4. Create better methods of communication across the entire campus.

Our charge brought up many examples of poor communication which did not necessarily relate directly to issues of diversity. Many people at Bates experience difficulty in getting appropriate information. We suspect that Bates' traditional methods of informal communication have not kept up with the increase in our size or the volume of information. We think that improving communication around issues of diversity will be well served by improving communication in general. To that end, we offer several suggestions.

4a. Establish an "Answer Person."

This recommendation is a direct response to the idea that the answer to any question is six to ten phone calls away. We recommend that the college establish a position for a friendly, cheerful, welcoming, and very knowledgeable person, located in a physically open space. The current concierge position and location do not provide an opportunity to meet these qualifications. This "answer person" would assist faculty, students and staff at Bates and serve as a resource – much like a reference librarian, but instead of focusing on a particular subject area, the person would be an expert on who does what at Bates, and would have the most current, up-to-date information. The person in this position needs to have the respect and ability necessary to be given information, kept in networks, and have personal contacts with almost all individuals on campus. While this person may be accessible via phone and e-mail, the personal presence will be paramount. We recommend that this position be in a central location.

4b. Institute an emergency notification mechanism.

Even though information is available to people who look for it, we recommend that there be several mechanisms for communication about hate/bias incidents that capitalize on a captive audience. Some ideas are: 1) an electronic billboard as students enter Commons, 2) e-mail with a "hate/bias" flag of some kind, 3) e-mail for a list to which all are subscribed, only used for emergency announcements, and 4) making even better use of JA's, RC's, and student leaders to disseminate emergency information (expect more of JA's and RC's) .

4c. Develop a web portal.

We discussed using technology to enhance the accuracy and efficiency of important information. One such idea was the creation of a portal – an opening page that all passworded users would see before moving on to e-mail or the Garnet Gateway. We felt that this would provide another method for communicating essential information to the Bates community. (This would not be the best way to communicate with staff who do not use computers as a part of their job.)

4d. Publicize the anonymous reporting feature on the Security and Campus Safety website.

This safety feature, <http://www.bates.edu/x57504.xml>, has demonstrated its usefulness. We are not convinced all students know about it and we are convinced that most staff do not know about it.

5. Create visual representations of multiculturalism on campus.

We support the idea from the Solutions Working Group of creating and showing the multiculturalism on campus through visual art and displays throughout campus. We think that this will provide opportunities for communication about multiculturalism and demonstrate our commitment to it.

6. Communicate more clearly with students that Bates values diversity, requires respect for all community members, and enforces the Student Code of Conduct.

We are aware that the Dean of Students office currently seeks to achieve this goal, and we think would agree with us that we have not yet succeeded. We thus offer several suggestions:

6a. Schedule as many First-Year Seminars in the same time slots as possible, to allow some of these time slots to be used for communication of Bates values about diversity.

In many cases, discussion gravitated toward First year Orientation. It is both unrealistic and impractical to use orientation to provide first year students with all the information and resources they will need at Bates. However, if the grid can be designed so that it enables FYS courses to be held at one or two common times, it may be possible to extend orientation through the first semester. Groups of first year students could then participate in learning about both communication and diversity through their First Year Seminar. This would provide students greater opportunity to absorb information, know context and know what they need. See the Solutions Working Group recommendations about Dialogues and the First Year Seminar.

6b. Include more information in orientation about acceptable behavior and repercussions.

Much of the student behavior that results in creating a hostile environment for underrepresented minorities is tolerated by other students. In some cases this is because they are not clear that opposing such behavior is safe or allowed. We recommend that orientation programming clarify acceptable behavior. We hope that the Security and Campus Safety Handout will be a part of this reminder.

6c. Publicize Student Conduct Committee decisions.

Ask *The Student* to publish the decisions, as they have done in the past. If *The Student* is not able to do it, perhaps a letter from an administrative office could be sent and/or e-mailed to the community. In any case, we strongly urge that the Deans make every effort to convey this information to the students, emphasizing that students are held accountable for their actions.

6d. Bring the Student Code of Conduct to the forefront.

Much of the information that students need to encourage respectful and civil communication is detailed in various publications, not the least of which is the Student Code of Conduct. It is clear, however, that neither students nor faculty and staff are familiar with that document. We make several recommendations to try to familiarize the Bates community with the Student Code of Conduct: 1) Make it available to faculty and staff. For example, copies would be made available to all of the departments and programs and each office of the college. 2) Use humor and creativity to get the information to students. One idea is to have excerpts of the Student Code of Conduct presented as a Public Service Announcement (PSA) before campus events, played on the radio, at sporting events, etc. These would be presented by students who have the ability to deliver them with humor. 3) Post posters around campus with excerpts from the Code of Conduct.

We recognize communication is an exceedingly difficult issue to tackle. We hope that our recommendations above will provide ideas that improve access, transparency and trust in the information that the faculty and staff need to support the education of all students.

Respectfully submitted,

The Communications Working Group
of the Campus Climate Project
May 25 2006

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Final Recommendations
Solutions Working Group of the Campus Climate Project
June 6, 2006

The Solutions Working Group, Karina Bautista '06, Jessica Edgerly '06, Jim Fergerson (Institutional Planning and Analysis), Emily Friedman '09, Doug Ginevan (Financial Offices), Jean-Marie Gossard '09, Marsha Graef (Athletics), Amanda Harrow '06, Ariel Levin '08, Susan Martin (Harvard Center), James Reese (Dean of Students Office), Joe Reilly (Athletics), George Romano (Dean of Faculty's Office), Ariel Rosenberg '06, David Scobey (Harvard Center), Elizabeth Tobin (Special Assistant to the President), met from January through May 2006. Our goal was to devise solutions to a problem in our campus climate. How can Bates become a campus at which all of our students can grow intellectually and personally, without the consequences of racism, as well as discrimination and exclusion based on other forms of difference? How can we encourage Bates to be a campus attractive to students with diverse backgrounds, and one at which students embrace the idea and practice of learning through diversity?

Bates can offer the best possible education when we become a global community, with students from backgrounds of different races, ethnicities, religions, genders, sexual orientations, socio-economic status, geographic origins, and national citizenship. The Solutions Working Group decided that we had to consider all forms of difference and work towards solutions which could improve the climate for all students, staff, and faculty who feel marginalized on the campus, which we think will improve the climate for all students. We decided that the most explosive and pressing issues at Bates currently revolve around issues of race and ethnicity. While Bates must work toward solutions for all students, we should focus at first on problems we face based on race and ethnicity.

Our conversations identified many areas which could contribute to improving the Bates campus climate. The first three recommendations are those we consider to be the most urgent. The remainder of the recommendations are not listed in an order of importance, but reflect our opinion that issues of climate require a multi-faceted approach. We need solutions in all areas of the College.

Dialogues

We recommend that the College begin as soon as possible to train faculty and staff in the techniques of dialogue appropriate for encouraging conversations across lines of race, ethnicity and other forms of difference.

Our primary work this year has been around the issue of dialogue. Students, staff, and faculty all identified early in our conversations the problem that most of us at Bates do not know how to talk to each other about our differences or the importance of those differences. Most of us come to Bates with the desire and intention of getting to know well people different from ourselves. For many reasons, most of us leave Bates without

fulfilling that goal, having spent most of our time with others who resemble us in significant ways, especially in terms of race and ethnicity.

The Solutions Working Group made this issue the center of our work. We invited to campus several people knowledgeable about racism and other forms of discrimination, the uses of language to encourage or discourage an understanding of racism, and techniques of dialogue; in conjunction with Education s25, “Democratic Dialogue,” we created a series of events, “Talking About Race, and Other Difficult Dialogues” which occurred in May 2006. We are grateful for the opportunity to collaborate with Education s25, taught by Professor Stacy Smith. The series included Patricia Gurin, Professor of Psychology at the University of Michigan, and founder of the Project on Intergroup Relations; Eduardo Bonilla-Silva, Professor of Sociology at Duke; Joe Feagin, Professor of Sociology at Texas A&M; Joni Doherty, Director of the New England Center for Civic Life at Franklin Pierce College, and Mary Kelly, Professor of History at Franklin Pierce.

The forms of dialogue these speakers discussed have been used for a wide variety of groups and issues, including race, religion, ethnicity, sexual orientation, and socio-economic status. These consultants offered campus-wide presentations, met with community members, gathered information about our campus, and offered us recommendations on how we might encourage the kinds of language and dialogue on our campus which could improve our campus climate. Their observations inform this recommendation and the following two.

Most of us in the Bates community, including students, staff, and faculty, arrive here without training in the skills which could help us sustain difficult conversations about controversial topics, especially in the areas of race and ethnicity and sexual difference, but also concerning many other forms of difference. Many of us also come to Bates without an understanding that such skills are needed or important; most of us have been educated without sustained consideration of the history and legacy of racial and ethnic oppression. Our community’s lack of experience, training, and knowledge, along with our experiences of living in communities segregated by race and ethnicity, leaves us poorly equipped to talk to each other about these issues at Bates.

Most of us at Bates are usually more experienced with the skills of debate: opposing our ideas to our debate opponents, marshalling arguments, “winning.” Debate forms a rich tradition at Bates and we support it and its many advantages in developing the skills of argumentation. We are convinced, however, that the Bates community would also benefit from learning the skills of dialogue: an emphasis on listening and seeking to understand the perspectives of our dialogue partners.

The Bates curriculum has many courses through which students can learn this history, its impact in the present day, and concepts which can help us analyze the continuing problems related to difference in the United States and the rest of the world. Even in courses, however, students report that these conversations can be very difficult. Students do not always learn skills for carrying these conversations into other aspects of their lives: residences, commons, clubs, athletic teams, parties. Faculty and staff also rarely

have had training which would help them facilitate such conversations, for students or for each other. We have heard from some faculty that they are not sure how to handle classroom situations when comments about race create strong emotions.

“Talking About Race” events offered the campus, the Solutions Working Group and the students in Education s25 information about a variety of different forms of dialogue and programs organized around dialogue at different institutions. We learned that the different forms of dialogue offer a variety of advantages and that they all could be adapted to our own campus. The report from Education s25 is appended to this document. It offers summaries of the mission and work of three different organizations dedicated to dialogue, data about Bates student responses to dialogues led by these organizations, and recommendations for initiating dialogue at Bates. We urge the Bates community to consider these recommendations very seriously.

Because of the timing of the presentation of these recommendations, at the end of Short Term 06, we recognize that the College will not be able to act on them immediately. While the community considers these recommends, those of us on the Solutions Working Group recommend that the College begin immediately with a pilot project for the academic year 2006-07. We recommend that the College send three small teams of faculty and staff to be trained in different techniques of dialogue, that these faculty and staff practice these techniques in courses and other areas of the community, and that the Special Assistant to the President offer an evaluation of these forms of dialogue in spring 2007. At that time, the College can consider the recommendations from Education s25 and the results of the pilot projects to decide what forms of dialogue and training should be pursued more widely at Bates.

1. We recommend that the President, Dean of the Faculty and Dean of Students collaborate to fund teams of faculty and staff at two or three separate dialogue trainings. These teams should consist of three or four people, with both staff and faculty on each team. We encourage the Dean of the Faculty to select several faculty for these teams from those teaching First-Year Seminars in fall 2007, because the seminars could provide particularly successful sites for using dialogues and for students to learn the skills. We recommend that one of these teams travel to a training at the University of Michigan associated with the Project for Intergroup Relations, one to the New England Center for Civic Life at Franklin Pierce College, and one to Facing History and Ourselves in Boston.
2. We recommend that each of these teams facilitate dialogues in the academic year 2006-07. We suggest that some take place in First-Year Seminars, some in other courses, some be dialogues with community members not working together in a course, and that some take place among staff. The teams should make reports to the President and Deans in the spring of 2007.
3. We further recommend that administrators, the experienced teams, the Special Assistant to the President, and other people as appropriate, consider the reports by the teams, as well as the successes and weaknesses of the on-campus dialogues,

and create a plan for the encouragement of dialogues in future years. We expect that the plan will recommend some combination of further training at off-campus sites, bringing trainers to campus, and having Bates faculty and staff train others on campus. We recommend that the Chaplain's Office and the Harvard Center in particular be included in any program for dialogue on campus.

4. We recommend that the College work towards a program which would include JAs and RCs in dialogue training and practice. We expect that students will learn the skills of dialogue in First-Year Seminars, other courses, and clubs; our goal is that students bring those skills into residences, parties and informal conversations. We anticipate that trained JAs and RCs could encourage facilitate the use of these skills.

Education About Racism, Homophobia and Other Forms of Discrimination

We recommend that Bates provide multiple opportunities for all students to learn about the history and legacy of racial and ethnic oppression, homophobia, and other forms of discrimination on the basis of difference.

Education in high schools does not often give students the opportunity to learn about the history of race relations in the United States, the legacy of slavery, Jim Crow laws, anti-immigrant legislation, or the causes and consequences of patterns of segregated living. High school education also offers little about the history and development of ideas about sexuality. Students from underrepresented minorities have the lived experience of racism and discrimination in the United States, but most have been educated in the same system as majority students. Most students, then, use the concepts and language of popular culture and current political events to discuss issues of race and ethnicity, sexuality, religious difference and other forms of discrimination. These frameworks make it hard for majority students and students from underrepresented minorities to communicate with each other meaningfully about race and ethnicity, racism, homophobia, insensitivity around economic status, and other forms of discrimination.

We urge Bates to provide students, from the earliest days of their careers here, with the education that students need to begin talking with each other and learning from each other.

1. Orientation offers the earliest opportunity for students to begin education about racism, homophobia and other forms of discrimination, to learn about the context for racial, sexual and religious slurs, and to learn skills for cross-cultural conversations.
 - a. At Orientation, students can learn that Bates' values include a steadfast opposition to all forms of racism and discrimination. They can learn that Bates' values highly learning from people different from ourselves.
 - b. At Orientation, students can begin to learn the meaning of some racist, homophobic and discriminatory behaviors. In 2005-06, students at Bates have used racial and homophobic slurs against other Bates students, we

suggest that some sessions offer students the opportunity to learn about the context of these slurs, so that students will understand what it means to use those terms today.

- c. At Orientation, students can begin learning some skills of dialogue, so that they will have these skills as they begin their attempts to talk across lines of racial, ethnic, religious, and national differences.
2. We recommend a thorough consideration of the role of AESOP trips (Annual Entering Student Outdoor Program). AESOP trips can be a fun introduction to the first year and give students an opportunity to meet students not in their residences. They have several negative consequences as well. We suggest that the Dean of Students' Office carry out surveys or focus groups to determine who attends AESOP, by race and ethnicity and by income, and who does not, what students' experiences have been on AESOP trips, and what the effects are of the AESOP trips as orientation activities.
 - a. Because AESOP trips cost extra, Bates starts its students in an activity segregated by income. Students who need to work as long as possible over the summer cannot choose to come to AESOP. Students whose families have to sacrifice to send their children to Bates cannot choose to pay the extra cost of AESOP.
 - b. AESOP trips overwhelmingly offer camping experiences. These trips may not appeal to students from underrepresented minorities as much as they appeal to majority students.
 - c. AESOP trips, run by students, may or may not be alcohol-free.
 3. We recommend that Bates guarantee all students the opportunity to take a course or a General Education concentration which introduces students to the context and concepts for understanding the ways in which racial and other differences have been and continue to influence social relations.
 4. We recommend that the Deans of Students include education about racism, homophobia and other forms of discrimination as a substantial part of JA and RC training, and that the JAs and RCs be expected to use that education in their work with students.
 5. We recommend that the Deans of Students Office begin a program of leadership training for club leaders and other student leaders which includes education against racism, homophobia and other forms of discrimination.

Safety

We recommend that Bates ensure the safety of all students in the residence halls. Students' physical safety needs to be secured, not only from unprovoked attacks, but also from retaliation for criticism of other students engaged in aggressive and destructive actions.

Currently, and based on the EARL report of 2004, there is considerable evidence that many students do not feel safe in their residences. They are not protected from drunken persons who dominate and damage common spaces, such as lounges and hallways; they fear bodily harm were they to confront or criticize such persons and their actions. They are not protected from students who use racial, homophobic, and sexist slurs; again they fear retaliation were they to complain to campus authorities.

Until such safety can be enforced, students are not guaranteed the use of common spaces, such as hallways; their property is not protected; they cannot defend themselves against the use of racial slurs, homophobic slurs, language derogatory to women, and other forms of discrimination and aggression. While teaching students the history of racism and the skills of dialogue may decrease the incidents of such anti-social behavior, the College cannot wait for education to work. Nor can we expect that education will solve all problems.

1. We join the many faculty and staff calls for consequences and accountability. Students should be informed of the consequences of aggressive and destructive behaviors and those consequences should be enforced. Recent actions by the Student Conduct Committee demonstrate that these behaviors are unacceptable and we support these decisions.
2. We suggest to the Dean of Students and co-chairs of the Student Conduct Committee that they consider anti-bias training and the experience of dialogue as consequences for students found guilty of racist, homophobic or other actions based on bias. We suggest also that, should the person attacked, verbally or physically, by these actions, be offered the option to participate in a facilitated dialogue with the attacker, so that person can learn why his or her actions were offensive.
3. We strongly urge that students learn of the decisions made by the Student Conduct Committee. We have learned that the Dean of Students has in the past forwarded the information about these decision to *The Student*, which has chosen not to publish them. If this policy continues, we urge the Dean of Students to find other venues for communicating this information.
4. We recommend that the Dean of Students do more to communicate the values positively expressed in the Bates Student Code of Conduct.
5. JAs and RCs, through changes in training and job responsibilities, should do more to ensure the safety of students. If they do not act to ensure students' safety, if they ignore racist or other discriminatory actions, if they do not act as a person to whom complaints can be brought and acted upon, they should be replaced. The College should consider increasing the remuneration of JAs, if information from the Comparisons teams suggests that has been effective at other institutions.

6. We strongly support the decision to include post-graduate “adults” in the new residence and recommend that the College explore methods to include such persons in all residences.

Visual Representation of Diversity and Our Valuing of It

We recommend that the College encourage and allow visual representations of the diversity which already exists in our community, as well as visual representations of our commitment to diversity as a key component of a Bates education.

Visitors to the Bates campus who simply walk around and inside our buildings would have a hard time understanding the College’s commitment to diversity. Our small number of public art works, in common meeting rooms, in hallways, and outdoors, does not express the diversity of our students, staff, and faculty. Our campus could be more welcoming to our current students, staff, and faculty from underrepresented minorities, and to those considering coming here, were we to visually celebrate our diversity and our commitment to it as a part of our education.

1. We recommend that Bates find a location for a wall, on which students could write, draw, and paint, to express opinions about issues being discussed on the campus at large. These issues might be international or national ones, Lewiston or Maine events, or Bates-specific. The purpose of the wall would be to promote conversation on campus about these events. We could think about each other’s opinions, talk about it with our friends and colleagues, and respond to the entire campus by using the wall.
 - a. We strongly recommend that Bates develop guidelines for using this wall. Part of the point of the guidelines would be to foster responsible discussion, on the wall and off it. We think such guidelines should be thoroughly considered by a committee of faculty, staff and students, but suggest some ideas for these guidelines.
 - i. One possible guideline could be that all contributions to the wall be signed. This would discourage offensive and ill-argued remarks.
 - ii. Contributions to the wall should be substantive, containing an argument rather than a slogan.
 - iii. Guidelines should determine how long each contribution will remain on the wall and whether or not contributions will be painted over at a regular interval.
 - b. We recommend that a committee in 2006-07 consider sites for such a wall and make a recommendation to the President. The site should be very public and allow for considerable foot traffic.
2. We recommend that the College encourage more art work on campus. A substantial proportion of that art work should reflect the diversity of our population.

3. As the College begins the creation of our new dining hall, we recommend that art work be included and again, that art work celebrate directly the diversity of our student body.

Social Life for Students

We recommend that the College take a series of steps to create space for a social life outside of the currently dominant alcohol culture on campus.

Illegal alcohol use on campus is unlikely to diminish, but the Dean of Students Office, other staff, and faculty can take actions which limit greatly the negative actions so often associated with an “alcohol culture,” drinking to excess and engaging in violent and aggressive actions. By “alcohol culture,” we refer to frequent parties which center on alcohol consumption, at which many engage in drinking which is self-abusive, resulting in physical illness, unconsciousness, and in the worst cases, hospitalization, and as a result of which some students engage in acts of dorm damage or hostile and aggressive acts towards other people.¹³ One student on a Bates survey described the social scene at Bates for first years: “. . . by far the most prevalent social activity is drinking, partying and ‘hooking up.’ The hidden social scene at Bates is the much more wholesome, outdoorsy, socially and politically active one, but it remains underground because it doesn't feel as though it is socially accepted here.”

We note that national studies,¹⁴ as well as considerable evidence from Bates, indicate that the alcohol culture is unattractive to both international students and students from underrepresented minorities in the United States. Decreasing the alcohol culture could impact our ability to enroll more underrepresented minorities. Decreasing the alcohol culture may also have an impact on the safety of students in residences.

1. We recommend that the College reconsider how spending for student events is allocated. In recent years, the format and structure of spending for student events has resulted in many large parties focused on drinking, considerable and rising dorm damage costs, and the alienation of many international students and students from underrepresented minorities from campus events. A different pattern of allocation of funds might result in different activities.

¹³ On the alcohol culture nationally, see for example, Henry Wechsler, J. E. Lee, M. Juo, H. Lee, “College Binge Drinking in the 1990's: A Continuous Problem; Results of the Harvard School of Public Health 1999 College Alcohol Study,” *Journal of American College Health* 2000 48 (10): 199-210. Evidence about frequent and binge drinking at Bates appears in the following surveys undertaken through the auspices of the Office of Institutional Planning and Analysis and the Dean of Students: the CIRP First Year Survey administered annually, the Your First College Year Survey, administered in 2004 and 2006; the Core Drug and Alcohol Survey, administered in several different years; the Senior Survey, administered every other year.

¹⁴ See for example, D.C. Siebert, D.J. Wilke, J. Delva, M.P. Smith, R.L. Howell, “Differences in African American and White college students' drinking behaviors: consequences, harm reduction strategies, and health information sources,” *Journal of American College Health* 2003 52 (3): 123-129. Abstract at http://www.ncbi.nlm.nih.gov/entrez/query.fcgi?cmd=Retrieve&db=PubMed&list_uids=14992297&dopt=Abstract.

2. We recommend that the College seek directly to encourage smaller events, which only a small subset of students would be expected to attend.
3. We recommend that the College sponsor more dancing events. Dances provide a non-alcoholic focus to an event. Sponsoring dances on a regular basis (most Fridays, for example) would provide opportunities for dances with a wide variety of types of music, thus appealing to different groups on campus.
4. We recommend that the College sponsor more events which allow alcohol but have another focus.
5. We recommend admissions policies which look for students who do not see drinking as primary social activity. We suggest that the College consider admitting more older students, whose attitude to drinking might serve to change the campus culture.
6. We recommend that the College continue to encourage Bates students to interact with people off-campus, offering alternate forms of activity and exposing students to adults outside of the alcohol culture. Connections with people off-campus can offer safe spaces to those students who feel endangered by or simply uninterested in the alcohol culture at Bates.
7. We recommend that the College consider two additional housing options.
 - a. We suggest that the College consider a housing option through which rising sophomore, junior, and senior students could ask to be paired with a roommate based on lifestyle and interests. Under this system, students would fill out forms similar to those completed by entering first-years, about how they expect to use the room, similarities in rising, sleeping, and socializing. The dean of students responsible for housing would match roommates. Students in the Solutions Working Group think many students might choose this option, which has the potential to help students make new friends, disturb patterns of cliques, and create cross-cultural friendships. The students in the Working Group pointed out that the current system is very stressful for many students; months before room selection, many students have already begun worrying about the test of friendship which roommate selection creates. Other students wishing to break out of a too-limiting pattern of friendships might choose this new option.
 - b. We also suggest that the Dean of Students consider theme houses based on lifestyles. Students might sign up for a house in which students tend to rise early, want low-chem, or intense studying. Students could sign up for the house and have the dean responsible for housing match roommates from those who indicated interest in the theme house.
8. We recommend that the Dean of Faculty communicate to faculty about the role they can play in improving the social life for students on campus.

- a. Students in the Solutions Working Group reported the strong influence faculty have on student life. Comments by faculty in classes which suggest understanding for or approval of heavy drinking discourage and isolate those students seeking to live outside of the alcohol culture. Faculty who accept low standards of work in classes because of weekday partying undermine those students asking for quiet on their halls in order to study.
- b. Students reported the importance of contact with faculty outside of the classroom. Not only would many students welcome the presence of faculty on campus in the evenings or on weekends, at concerts, films, and talks, they also report that seeing faculty outside of classes makes faculty more approachable in classroom and office hour settings.

Athletics

We recommend that athletics coaches and the system of athletics proactively adopt policies and practices which improve our campus climate around issues of race and other forms of difference.

Many of our students participate in athletics, whether varsity, club or intramurals. Coaches mentor students in a more personal way than most faculty. Sports are thus a very important part of the Bates climate and offer us a significant place for improving that climate.

Sports are also a locus for common activities for students from different backgrounds. Members of a team may be of different racial or ethnic backgrounds and from families with widely different amounts of money. The intense time spent together on a team allows for the common goal of team success to bring these students together and for the students to get to know each other well. At Bates, we can think about this normal byproduct of sports as one of our positive goals and act to encourage it.

Precisely because sports teams bring together students from different backgrounds and forces them to spend extended time together, sports team can and have been the place of racial conflict and conflict around other differences. In the academic year 05-06, controversies have erupted around the reported use of racial slurs by white football players, the chant of “white power” by a swimming scrimmage team, and the question of the extent to which a transgendered athlete has been valued by athletics coaches. These controversies, all in a short period, indicate that the process of crossing the lines which divide us is difficult. Coaches and athletes also need the skills in dialogue which we recommended above.

1. We recommend that coaches and teams invite alumni from underrepresented minorities back to campus. These alumni can serve as role models of success, mentors to current students and begin to connect current students to organizations and people who might help the students in finding jobs and making career decisions. Alumni from underrepresented minorities could offer current students

advice on successful strategies for getting the most out of Bates and surviving on a predominantly white campus.

2. We recommend that the President, Dean of Students, Dean of Faculty, Dean of Admissions and Director of Athletics develop a program which encourages coaches to be involved in recruiting students from underrepresented minorities.
3. We recommend that coaches participate in some of the teams we recommend learning dialogue skills for the academic year 2006-07, and that athletics be included in any future plan for integrating the teaching of dialogue across the campus.
4. We recommend that Athletics sponsor more intramural sports leagues which encourage students to join teams based on residences, majors or courses. The goals should be to encourage students to meet and work with students who are not already their friends and with interests and backgrounds which differ.

Curriculum

We recommend that the Bates curriculum offer students opportunities for courses which can help students understand issues of difference and the history and context of racial and other differences.

The Bates curriculum has as a particular strength its African American, American Cultural Studies Programs. Many courses in these programs offer students the opportunity to learn about the workings of difference in the United States. Other departments and programs also offer a significant number of courses in which students can learn the history and context of these issues around the world. The Asian Studies Program, as well as other departments, offer students courses which include thinking about the experiences of Asians and Asian Americans in the United States. We recommend that these strands of our curriculum be supported and highlighted. We think the College should encourage all students to engage in thinking about these issues.

We also note that there are some areas of the curriculum we could strengthen. As has been eloquently suggested by many students over many years, the ability to recognize oneself and the history of one's social group is a crucial part of education for many students from underrepresented minority groups. At Bates, Latin American history and culture is taught by the faculty teaching Spanish, history and political science. The study of Latin America, however, is not highlighted by the College. We have no Latin American Studies Program, no template available for students to help them create an independently-designed major, no structure to indicate to students that the faculty values this area of study. We see this as a weakness for Bates, in intellectual terms and in our ability to attract and support Latino and Latina students.

We are also aware that graduate training for faculty often offers little in the way of teaching how to teach, and less in the way of teaching how to work in classrooms with

students from many different backgrounds. We have heard recently, and from numerous reports in past years, that some individual faculty have used teaching techniques which students from underrepresented minorities perceive as discriminatory or discouraging to students of color or insensitive to the needs of students of color. The Dean of Faculty and the faculty as a whole have committed to teaching all of our students, but we hear from many faculty that they do not think they always have the skills necessary.

1. We recommend that the College make more visible our courses which focus on Latin America. We recommend that, as another faculty member retires, the College hire a faculty member who concentrates in Latin America and can serve as an organizer for students interested in creating majors in Latin American Studies.
2. We recommend that the College work to make academic support services more attractive to all students, especially students from underrepresented minorities. Because our underrepresented students are currently such a small minority on campus, we recommend that these support services do everything possible to create situations in which these students can feel welcomed, including hiring tutors from underrepresented minorities and holding tutoring sessions in residences or other common spaces.
3. We recommend that the Dean of Faculty create opportunities for faculty to learn about pedagogies which are appropriate for classrooms with students from underrepresented minorities.
4. We recommend that the faculty use GECs as a way to encourage students to learn about issues of racism, lives of people from underrepresented minorities in the United States, and concepts which can help us consider how and why difference matters in our lives. We recommend that the faculty create sufficient GECs so that every student can have the opportunity to consider these issues.

Co-curriculum

We recommend that the College establish programs in the co-curriculum which can facilitate collaborative work among students from differing backgrounds.

Students concerned about their acceptance with groups of students who differ from them in a significant way often avoid voluntary cross-boundary experiences, choosing instead to stay in their “comfort zone” by recreating and joining clubs with students like themselves. Athletics, theater, musical groups, dance, religious organizations and community engagement all have the potential to create groups of students who differ by background or experiences but who share a common task. These official activities liberate students from their concerns about acceptance, because these groups have faculty or staff supervisors and because students focus overtly on the common task. We suggest that Bates support actively those spaces and activities on campus which can encourage common tasks across racial, ethnic and other lines of difference.

1. We recommend that the Harvard Center establish a program of summer fellowships designed to attract a diverse group of students. In the less-crowded landscape of Bates in the summer, students holding these fellowships are more likely to interact with each other. We further recommend that the Harvard Center sponsor evening activities for all holders of these fellowships, bringing students from different backgrounds together outside of their community engagement.
2. We recommend that the Chaplain's Office continue to take a leadership role on campus around issues of diversity. Currently, students report activities carried out under Chaplain leadership as one of the "safe spaces" on campus for students from underrepresented minorities and other students who feel marginalized. We urge that the Chaplain's Office participate fully in future programs to institute dialogue and other co-curricular activities to promote learning through diversity.

Orientation

We recommend that the Office of the Dean of Students reconsider the format of Orientation activities, extending it into the semester, introducing skills for dialogue, offering education about racism and other forms of discrimination, and stressing student accountability.

Many reports and quick-fix plans have suggested that changes to Orientation will fix whatever is ailing our College. We recognize that Orientation, a few days at the beginning of a student's career, cannot take responsibility for changing our campus climate. As we struggle together to improve our campus culture, however, we should include the evidence of that struggle in Orientation, just as we hope evidence of that struggle will appear visually on our campus.

We have been fortunate to have one of the deans of students, Dean Reese, as a member of this Working Group, and are aware that many of the ideas which appear here originated with him. We understand as well that many of these ideas have been included in discussions in the Dean's Office already this semester. We look forward to having these ideas considered by the deans, tested, and utilized as appropriate.

1. We recommend extending orientation-like activities beyond the first few days of the fall semester. We have all heard the stories of first-year students who attended carefully planned forums, but cannot remember one thing discussed there, only a few days later. Students have much on their minds as they enter college; saving some key issues for later in the semester makes for good pedagogy.
2. We recommend that first-year students be expected to "pass" Orientation, that is, demonstrate that they attended key events and understood some of what they discussed. Deans can develop a policy for taking attendance and develop an

appropriate penalty for not passing, for example, not being allowed to register for second-semester classes.

3. We recommend that, as far as possible, the deans of students employ pedagogies during Orientation which utilize active learning and avoid large lectures whenever they can. Judging by the literature about pedagogy in the classrooms, students are more likely to remember information and ideas they have been able to work on actively, whether through discussion, writing, small group work or another active learning environment.
4. We recommend that the faculty schedule all First-Year Seminars, as far as possible, in two time slots, preferably three-day a week time slots with 80 minutes for each class period. This would allow instructors to give up four or five of those time slots during the semester to common Orientation activities. If possible, we recommend that faculty also attend these activities (possibly about dialogue skills, guidelines for living together in the residences, work habits or study skills), because it would be helpful to these faculty in their role as advisors to understand the conditions under which their students are living and studying.
5. We recommend that Orientation include education about racism, homophobia and other forms of discrimination. Please see the discussion above.
6. We recommend that Orientation stress responsibility and accountability for students' actions. We think an emphasis on Bates positive values of learning through diversity and our complete opposition to all acts of racism and discrimination should begin during Orientation, and that we continue at Bates as we begin.

We have appreciated the opportunity this semester to work together as a group and to develop the short term series on Talking about Race and Other Difficult Dialogues. We hope that these recommendations will be fruitful.

Respectfully submitted,

The Solutions Working Group

Bates Campus Climate visit to Wesleyan University 04/10-14/06

Bates Visiting Team - Tedd Goundie (Dean of Students), Leslie Hill (Political Science), Eric Wollman (Physics), Melani McGuire (Human Resources), Hannah Johnson-Breimeier ('06), Linda Taremeredzwa ('09), JeanMarie Gossard ('09), Jason Patterson (Admissions)

Summary points

- Wesleyan is a very mature environment concerning the issue of diversity. Over thirty years have been spent in the struggles to attain not only a more diverse environment, but the continuation and constant support for all those individuals from diverse backgrounds. As many of the people we met with expressed, “The campus is always talking about diversity.” Nearly everyone speaks about the importance of infusion of goals related to diversity throughout the work of the entire campus.
- Since the beginning, the major driving force has usually been students. One person or a group of people adopted a cause and worked on it until accomplishments were made. At this time it could be said that the campus supports the empowerment of students to lead initiatives and promote multiculturalism. It was also expressed that generally students will make demands and the University usually meets those demands and frequently this is done in a very confrontational way.
- The development of the Wesleyan Diversity Education Facilitators program as well as the use of area coordinators heavily supports difficult conversations in residence life. It appears that the presence of full time staff people to work with both the WESDEF and RAs is a vital element in the success of residential life. Student dorm staff also have a higher level of responsibility in making sure the success of the program and the comfort of the residence halls in tough interactions.
- Diversity is highly integrated into both orientation programs and residence life including a year long orientation program for first year students “10 Essential Capabilities”.
- Many people expressed that there was high expectation for the new position of Dean for Diversity and Academic Advancement. It was also said that “quite a few people had their hopes pinned here. To date this position has not been filled.
- Programs for recruiting students in Admissions are very strong. There is not a position that is designated for the responsibility of multicultural recruiting. It is understood that it is everyone’s responsibility. Many connections are made with incoming students as well as many outreach programs beforehand, particularly those less familiar with Wesleyan. Multiculturalism is supported through theme housing rather than centers. Admissions has a strong connection with the Alumni of Color network including an orientation program with the admitted students of color that occurs at the same time as the Alumni of Color Reunion.
- Faculty mentoring is essential and programs to support students of color, such as introductory courses in which the student can parachute to a less complex level if

they are struggling and the Student Academic Resource Network assist the student to succeed academically. Impressive bridge programs particularly in the sciences, including Health Professionals Partnership Initiative which is a summer bridge program to increase numbers in the health sciences from underrepresented minorities. While academic support for students of color seem to be successful, support and development it appears that the faculty was less committed to diversity goals. It was mentioned that there were rare incidents of racist language being used and defended in classrooms, however benign neglect was common. Generally, faculty feel that diversity has been accomplished and that it is now time to move on. Faculty of color is frustrated by the fact that there are a handful of faculty with good intentions, but there is a lack of a catalyst.

- It was apparent from discussion with many non academic areas, that staff were not part of the diversity picture. There were many reasons for this, because it is a metropolitan area, there is a high level of diversity in the staff naturally, some Directors never even considered their departments part of diversity. Most importantly, there is no plan for increasing diversity in the staff. Many expressed that it was obvious that this was not important. Those areas that should be involved with this program do not have a “seat at the table” and do not have a venue to communicate with upper management or the President.
- Discussions with students of color showed that the support systems that were developed for difficult conversations about diversity worked very well, but that people really only came together in a time of crises. Safe places for students are very important and are the primary need for students of color “before anything else.” Discussions with queer students revealed that Wesleyan was “an extremely accepting place and many queer students come out while at Wesleyan.” There are many supportive programs including an internship sponsored by the Dean’s office, an Admissions program which employees queer interviewers to interact with admitted queer students and a Queer Resource Center.
- Security has extensive training and programs for their officers concerning diversity. There are officers from different racial backgrounds. However, it was expressed that there was a lack of female officers and that this might be a cause of the low level of reporting of sexual assault on campus. It is viewed that it would be helpful to have female officers.

What follows are key points learned by the Bates Visiting Team about particular areas of the College:

Dean of the College – Maria Cruz-Saco (Dean of the College), Shelley Stephenson (Associate Dean of Student Academic Resources, Director of New Student Orientation), Renee Johnson (Assistant Dean of Student Academic Resources, Mellon Program Coordinator), Fran Koerting (Director of Residential Life).

- Structure of the Dean of Students area is significantly different from that of Bates. Dean of Students reports to the Dean of the College, Dean for Orientation and Dean for Student Programs report to the Dean of Students
- Does well at diversity but still have incidents of bias.

- Written protocol but not well established as there are multiple entry points and becomes confusing for students when they have issues that need to be dealt with. This system needs to be more formalized resulting in less confusion for the students.
- Best and most important programs are student initiated.
- WESDEF – Wesleyan Diversity Education Facilitators, students who are highly trained to facilitate difficult dialogues, assigned to and live in residential halls and work with the RAs. If incident occurs in residence hall, WESDEF person is expected to convene the group and facilitate the difficult dialogue.
- The Campus is “always talking about diversity.”
- Do a lot with diversity during Orientation; presentation is given by students of color.
- Upper class students really take the role in educating the incoming students.
- Students of color are not as interested in the drinking culture.
- Academic and non academic violations are dealt with separately. Student Judicial Board deals with non-academic violations and the Honor Board deals with academic violations.
- Year long orientation for first year students, *10 Essential Capabilities*

Residential Life

- Area coordinators – five salaried adult staff each responsible for a set of residence halls, three live in halls that are equipped with apartments. They would like to put Area Coordinators in other residences, if other residences had apartments.
- Seven years ago there was a push for student dorm staff to assume more enforcement roll. Progress has been and continues to be made.
- There are designated quiet streets; students have specific expectations about noise, highly desirable. Houses that students can rent.
- Residential based theme, no Multicultural Center or Black Center, there are theme houses, much decentralized responsibility. There is a Multicultural House where first years are also allowed to live. About 60% students of color live there.

Dean for Diversity and Academic Advancement – new position

- Academic Support Services for students of color, including peer tutors.
- Reports directly to the Dean of the College and includes Deans for Orientation.
- Responsible for International student services
- Integrating diversity into academic excellence and growth
- Quite a few people have their hopes pinned here. Task described as “holding faculty, staff, and students accountable for diversity in and outside of the classroom.” Developed as a point person requested by students.
- Looked at as a catalyst for the campus.
- Hope they will “partner with” academic affairs to engage the faculty on diversity issues.

Admissions - Associate Dean Terry Overton; Assistant Deans Leah Kelley, Emmanuella Revolus, Jessie Ramos, Rachel Rowland

Admissions Philosophy

- It is the ultimate goal of the institution to recruit (and eventually further cultivate) students who will foster awareness, respect, and appreciation for a diversity of experiences, interests, beliefs, and identities. In doing this, the desired goal is to establish an environment at WU that greater resembles a “real world” model.
- Students of color are encouraged to visit campus through the open house events for prospective MC students and accepted students of color weekends conducted during the enrollment season. WU offers general overnight stays for prospective students from September 19th- December 7th and February 4th-March 8th. Through the use of a student host coordinator for the events, students are paired with current WU students. Although prospective students are typically paired with other students of color, hosting opportunities are not exclusive to minority students.
- WU continues to establish an effective outreach network that extends past more “traditional” recruitment resources (i.e. CBO’s [Community Based Organizations] and Schools that WU has not been affiliated with traditionally). Also, maintain relationships with MC College prep organizations and schools on WU’s radar.

Diversity at Wesleyan

- Wesleyan at a glance:
 - 2,700 full-time undergraduates
 - 52% women and 48% men, from 47 states, the District of Columbia, the Virgin Islands, Puerto Rico, and 46 foreign countries
 - 195 graduate students in the natural sciences, mathematics, and ethnomusicology
 - More than 500 students per year in the Graduate Liberal Studies Program
 - 25% students of color in Classes 2006–2009 (7% Black or African American; 10% Asian or Asian American; 7% Latino or Hispanic); 6% international students
 - Freeman Asian Scholars Program: full scholarships for 22 of the finest students from Asia per class (2 from each of 11 countries). There are more than 80 Freeman Scholars enrolled today
- One admissions representative believed there is an emphasis at WU to empower students to create/lead initiatives that promote multiculturalism.
- WU provides space for theme houses and fraternities on campus.
 - For example, the Malcom X house is a housing option for all first year students. One admissions representative cautioned, even though the Malcom X house is open to all first years, there still seems to be an assumption that the house is exclusive to African American students.

- Students in a predominantly black fraternity on campus feel their organization allows them the space to express themselves freely on a predominantly white campus.

Organization of Staff

- The recruitment team in admissions consists of 11 deans. Of this group, no dean is specifically labeled as a multicultural recruiter. All deans bear the responsibility of recruiting multicultural students.
- For domestic recruitment, admissions deans operate under a geo-dean system. Deans are assigned geographic territories for recruitment. Within those territories, deans recruit multicultural students. Aside from their weekly staff meetings, Geo-deans meet regularly to discuss multicultural recruitment affairs specifically. WU admissions also conduct three retreat sessions during the cycle year.
- The admissions office utilizes students of color for hosting coordination, phone-a-thons, and assistance in event coordination. WU admissions has also established a comprehensive student recruitment program where in current students travel to the alma mater to conduct information sessions and distribution of WU literature.
- Ambassador Program- MC students are openly encouraged to work with admissions in a capacity where they visit their alma mater as representatives of WU. These students conduct information sessions and deliver WU literature to these schools.

Multicultural Recruiting Efforts

- WU's philosophy for multicultural recruitment is based on the sentiment of simply getting a prospective student's foot in the door. It seemed the focus and concern in this area falls on simply introducing WU to student populations that are not familiar with WU. While they recognized the importance of the relationships with traditional recruitment resources, the admissions representatives agreed that reaching out to students in schools and organizations less familiar to WU is a pertinent resource for multicultural recruitment.
 - WU has established relationships with organizations such as POSSE, ABC, and NECBAC with the aim of maintaining a network for recruitment and retention. Student's affiliated with the organizations eventually become ambassadors for those respective programs at WU. The staff reported that many of these students also assist in the recruitment and mentoring of students coming out of these programs.
- WU conducts two MC student open house programs during the fall and one accepted MC students overnight in the spring. Overnights are not available during the fall open house programs. The spring program is conducted at the time of WU festival.
- Deans work in tandem with WU's Alumni of Color Network to target prospective students. The Alumni of Color includes the Asian Pacific American Alumni Council (APAAC), Black Alumni Council (BAC), and Latino Alumni Council (LAC). These

groups assist WU in both recruitment and retention efforts aimed towards students of color. This also includes a weekend for admitted students of color that coincides with the Alum of Color reunion.

- WU invites middle school students to campus for the day. The goal here is not to recruit, but to create a bridge with the surrounding community. Students on these trips become familiar with the campus and receive lessons on the importance of education.

Admissions Recommendations:

- Do research/recruitment with schools and organizations that Bates has had no affiliation with. An admissions representative suggested that we find that no highly selective liberal arts colleges have been in contact with them.
 - In addition to doing the above, link with schools and organizations that may be in the same area. Facilitating a peer school network may create many opportunities for recruitment.
- During MC open houses, conduct student life panels that involve those in the student body who selected solely with MC status in mind.
- Establish effective MC Alumni networks to assist in the recruitment and retention of students.

Faculty – Andy Szegedy Maszak (Director for Center for Faculty Development), Judith Brown (Vice President for Academic Affairs and Provost), Gina Ulysse (African American Studies), Marina Melendez (Director of Graduate Student Services), Lucy Diaz (Administrative Assistant to the Academic Deans), Executive Committee Members of AFCA, Gail Pemberton (African American Studies), Michael Whaley (Chair for the Search Committee for Dean for diversity and Academic Advancement), Jim Donady (Director of Health Professions Partnership Initiative), Laurel Appel (Senior Research Associate in Biology), Michael Weir (director of the Hughes Program in the Life Sciences)

- Reach out program for students of color, faculty mentoring essential.
- WU holds programs for WU students as well as other Connecticut colleges and universities. A significant feature of their summer research is that all students participate in various organized events, including seminars, special workshops, mini-courses on specific skills, abstract writing and peer review, poster session at the end, social events. “Dual-Mentored” summer research (two faculty, cross-disciplinary). This program reaches out to underrepresented minorities, and a large fraction of the participants are students of color.
- Introductory courses – harder and easier levels, can parachute to a parallel but less demanding course. If the student does well then can pick up and continue with

- the students who did not “parachute.” Of the student does so-so in the less demanding course, and then they can try the more demanding course again.
- Various types of academic support, attempt to keep students of color from dropping out of the sciences.
 - SARN – Student Academic Resource Network, centralized place to assist with academic issues, directs students to whatever help they need as sometimes students with problems don’t know where to begin and just give up. The organization of SARN makes it clear that it is not just for weak student but for all students.
 - Discussion of faculty initiatives and description of how faculty advances this were absent.
 - A few faculty members who consistently turn the attention of their students to race, culture, sexuality and other categories of social identity were mentioned by a number of people.
 - Faculty generally thinks that they have accomplished the institution’s goals with regard to diversity and deem it appropriate to “move on.”
 - Rare incidents of racist language being used and defended in classrooms by faculty in classrooms, benign neglect more common.
 - HPPI – Health Professions Partnership Initiative is a summer bridge program with a mission to increase numbers in health sciences from underrepresented minorities. About 15 students for six weeks, 4 - three week courses in things such as, chemistry and biology – how to cope with large lecture courses, how to function in a lab, English and math classes, partners with and funded by UConn Health Center (the med school).
 - Supplemental instruction – structured program
 - Information Commons – an academic resource housed in the library.
 - Extended periods for exams.
 - Uneven success reported for diversity efforts undertaken in the Center for Faculty Career Development. Attention to diversity is integrated into space that attends to faculty needs around professional development. Untenured as well as tenured faculty could both be engaged.
 - Faculty of color’s frustration stood in stark contrast to the optimism of most of the people whose discussions had been arranged by administrative staff. Impression was that they believed that faculty was less than committed to diversity goals. Cited a handful of faculty with good intentions and the lack of a catalyst for faculty work on racism. Invisibility and dismissal is most disturbing.

Archivist – Suzy Taraba (University Archivist)

- Hewlett Archive - was developed as a documentation of diversity history. Very extensive and used regularly as an instruction tool.
- Queer Archive – Currently under development, used as a tool to educate students in that area of diversity. Archivist brings it to the Queer Retreat that is held, presents the development of the archive to date and then “lets the students dive into studying and then adding to it.”

- Change Drivers – Driven by one student, one faculty or one small group of people that decide to take on an issue. When the interest begins to waiver on campus, the individual or group does not let it die.
- Chalking Ban – was “offensive” too many, including queer staff and faculty. President also had personal feelings about it, asked for feedback and then never responded or used the feedback. Communication on this issue very poor.
- Protests by students from different groups that usually don’t work together, 2-3 years ago with many small issues and no clear goal brought about the hiring of the Multicultural Dean.

Dining – Bridgett Stapleton (Director of Operations and staff)

- Contracted out to Aramark.
- Diversity in staffing – not an issue in the sense of location in an urban area. However, is a union environment and therefore sometimes creates difficulty in diversity hiring. For example: Opening a new specialty Asian Café and would like to hire an Asian chef. However, because of seniority clause in the union, they cannot do this.
- Staff diversity training – No real training for staff, difficult for staff that has been there a long time to deal with diverse requests of students.
- Offerings – 10 facilities around campus including a vegan cafe with a vegan chef serving approximately 300 students, a kosher café serving 16 students. Also a small grocery store with a large variety of offerings.
- Change drivers – all student requests and needs. Aramark is looked at by the campus population as “corporate” and therefore bad. Wesleyan considered the most difficult and complicated account to handle.

Human Resources – Harriet Abrams (Director of Human Resources)

- HR does not “have a seat at the table” for any strategic planning to include diversity hiring for staff.
- No plan for diversity hiring in staff. Is not even discussed.
- Affirmative Action Office is separate and should not be. No consistent interaction or communication except for a monthly meeting when AA “wants to see what HR has done.”
- No support structure for HR including within their own division.
- Change drivers – students protest when they want something and they usually get it. Students storm the President’s Office twice a year and kidnap him until their demands are heard.

Physical Plant – Cliff Ashton (Director of Physical Plant)

- Director had only been there eight months.
- Have a diverse staff due to urban area.
- Union environment

- There are very few relationships between custodial staff and students, most custodial staff do not speak English.
- Training – no special training in diversity.
- Dorm damage – on going problem, mostly graffiti.

Office of Behavioral Health – Dr. Philippa Coughlan (Director of the Office of Behavioral Health)

- There are full time psychotherapists in the office who specialize in offering effective treatment and operate on a collective method of therapy. Once the students have arrived at the and or sought help at the clinic they are counseled on the kind of help they will receive and the value of therapy.
- All of the cases are dealt with on a very strictly confidential basis, such that there is trust developed with the therapists and they cannot divulge any information to anyone, such as the administration, without implicit approval from the student.
- Their office also had students who stood as ‘Peer Health Advocates’ that helped educate and reach out to the student about different methods of self care, mentally and physically. Public talks such as ‘How do I help a friend who is misusing prescription Drugs?’ were advertised in their centre.
- Students come in of their own accord but referrals are handled with discretion and care and their office provides a safe space in which students can sit and talk about themselves.

Students of Color – Jason Harris (’09), LaShawn Springer

- The College is dedicated to multiculturalism and this helps in confronting issues in community that multiculturalism would bring to the fore.
- There is specific protocol to combat ‘Hate incidents’ and their perpetrators.
- There are always facilitators for the conversations that are had on issues of race, gender and class, with an understanding of how they relate to one another. The purpose is to have effective dialogue and develop understanding of these issues in the student body.
- They work to find the disconnect when ‘like chooses like’ and there is a problem with sensitizing everyone to a broader insight into the relationships developed cross-culturally, cross-gender and socio-economic standing.
- WesConnects—voluntary mentoring program which pairs students of color up with upperclassman who volunteer to be a mentor
- “Anti-Oppression” House
- one of the heads of this group said that it seems everyone only comes together during crisis
- people of color need a safe space before anything else
- WesDef—diversity training—goes around to freshman dorms to discuss community norms and issues around race—training includes tools for effective dialogues—and presents working definitions before discussion so that everyone can understand the framework under which they are all communicating

- Z is a letter established as gender neutral so that people don't have to keep saying "he or she" which may or may not be accurate depending on the situation
- AFCA—multicultural faculty group created to provide a support structure for students of color—these faculty members often end up being the advisors to new students
- Important to have white faculty allies "teaching about race and difference."
- There is a student group for confronting white privilege.

Queer Students – Rachel Wertheimer ('06), Rafael Medrano ('06)

- Advocating Gender Neutral housing.
- The culture of Wesleyan intertwined with the Queer culture as a result of events marked by the Queer community as theirs incorporates the entire community into engaging with one another on the basis of exploring ideas of sexuality. 'Sex positive and Queer positive' surrounds their events as a principle for events such as the Queer Prom and National Coming Out Day.
- Queer theory has been incorporated into the available course list and serves to affirm the idea that all the education we seek is in some way or another about ourselves and the world we live in.
- According to the leader of the Queer Student group, Wesleyan is an extremely accepting place especially for queer students and many queer students come out while at Wesleyan.
- Gender neutral housing and bathrooms
- During orientation there is a "coming out" exercise in which a basic understanding of definitions is presented and everyone has to come out as gay. That way no one knows who is gay and who is straight and those people who are gay will have told the truth and come out possibly for the first time in their lives.
- Host a queer prom which is apparently a huge event that a significant portion of the student population goes to as well as a National Coming Out day party that is open to everyone
- There is a trans group as well as a Queer Resource Center
- Head of the queer students group said that she knew eight faculty off of the top of her head who were publicly out as gay. So there is at least some representation in the faculty. She did not know about the staff.
- Senior Interviewer Program in admissions where queer interviewers write letters to admitted students who were involved in GSA (Gay Straight Alliance, a typical high school club centered around queer issues)
- Deans office sponsors queer interns; students who plan events and mentor other queer students.

Struggles/Problems

- Some of the problems she mentioned were that at Wesleyan there is general expectation of knowledge surrounding issues of race and gender and that some students who don't know as much feel like they can't speak up without sounding

ignorant because of this there is a struggle that some students face with wanting to be involved but feeling slightly excluded.

- Queer community tries to be very open but is in actuality is slightly exclusive socially
- Republicans are a joke at Wesleyan. There is such a small fraction of them and they are forced into silence.

Security – David Meyer (Interim director of Public Safety)

- The way security works in general at Wesleyan are as follows:
 - the supervisor is immediately called when students call in with complaints
 - students are allowed to have alcohol in their rooms but not out in public or in the hallways etc.
 - there is a 3 phase party policy (parties are defined based on the number of people present, the presence of alcohol, and the quantity of alcohol) and parties are frequently checked by security but their mission is not to pour out every beer they see.
 - the entire hall is billed for dorm damage if the perpetrator is not found
 - students are rarely kicked out of school but can be suspended for hitting someone
- Wesleyan works to foster good relationships between security and the students
- Security really tries not to hire people who want to be police officers and aggressive officers have been fired from the force in the past.
- High visibility of security is important at Wesleyan—they have a walking patrol on duty almost constantly.

Training

- In the past year officers were required to attend a racial profiling training program.
- Also required to attend a defense and aggressive behavior training program
- Various officers attend more extensive training programs. These officers then return to impart on the rest of the troop what they learned. This method of training is less expensive.

Racial Tensions on Campus

- There have been incidents of students calling security to say that there is a suspicious person outside their dorm etc—security used to immediately send an officer in, ask for the suspicious student’s idea and question their purpose for being where they were. It became apparent that many students were calling in to report African American “suspicious” students and had little to no other evidence of suspicious behavior.
- Security changed their policy on anonymous calls to one in which they questioned the students calling in more thoroughly. Instead of running to the scene they first asked questions like, “What is this suspicious person doing?” “Do you know if they are a student or not?” etc. Then a security officer would arrive and observe the situation first and judge the behavior of the suspicious person himself or herself. This cleared up many of the problems.

Representation of Minorities on the Force

- In our time at the security building we saw three people of different racial backgrounds other than Caucasian.
- The security officer with whom we spoke said that the force did not have as many women on it as they would like
- He said that it is possible, that because of this not many sexual assault cases are reported. According to this officer they only get about two to three reports a year and that the victims are treated with immense care and concern and are immediately provided with information and options for action. However, he seemed to think that women on the force would be especially helpful with these types of cases.

Crime

- Wesleyan has like any school in the city, the officer said, had issues with robbery by the outside community
- Security in the past has recommended that fences be built around campus houses bordering the community but students refused to implement the fences because they did not want to set up a divide between the outside community and Wesleyan.

Chaplain's Office – Lou Manzo (Catholic Chaplain), Mahan Mirza – (Muslim Chaplain), David Leipziger (Jewish Chaplain)

- Met with the Catholic, Jewish, and Muslim chaplains and there is another Protestant Chaplain at Wesleyan who could not attend the meeting
- They see themselves as advocates for students and help students to negotiate complex bureaucracy.
- New dean of multicultural affairs that some are and are not happy about
- It was mentioned that the struggle for diversity has been a thirty year struggle
- the reason they were able to overcome so many obstacles was the fact that the administration took students seriously, listened to their requests and complaints, and tried to appease them in concrete ways
- they have an 8pm-8am student service help line that students can call to discuss problems they might be having
- all of the chaplains felt that students felt comfortable going to services even if they were not extremely religious
- the protestant chaplain especially is known for holding gatherings for students who are not affiliated with any religion but need time to escape the bustle of everyday life
- Help to create community and provide refuge in moments of crisis.

General Comments

- Nearly everyone speaks about the importance of infusing goals related to diversity throughout the work of the entire campus.
- Strategic Plan words are typical, "...diversity is not just acknowledged but engaged in the lives of students, faculty and staff, and incorporated into the curriculum."
- Several persons had high praise for collaborative efforts among staff, students and faculty.
- Student Life Committee and subcommittees are successful at holding and sponsoring discussion about diversity. Some thought this should be adapted into the classroom.
- Green Street Art Project has thought to improve community relations.
- Partnerships may be an important approach to developing campus-wide energy and initiatives on diversity.
- Impression is that faculty is not the single most important component of the college community (there or at Bates), without its explicit commitment and active initiative to achieve specific goals of education, understanding, and achieving capacity for discussion of "diversity" and social justice, it will be very difficult to institutionalize equity.
- my personal feeling after leaving this meeting was that while Wesleyan has a much larger representation of minorities, they still as an institution face similar problems to Bates.
- Wesleyan does however have more programs set in motion to quickly install a working vocabulary for talking about race—Bates I don't feel has this and for that reason students don't even know how to begin to talk about such issues.
- Wesleyan's student body is comprised of people with multiple and complex identities
- Incidents of teachers and creating ethnocentric classroom environments where African American students are singled out.
- Acknowledge WU's structural diversity.
- "Dialogue is a necessary fact of life."
- As first year's, seemed pleased with campus life and efforts of some white students to become allies to students of color.

Bates Campus Climate Visit to Bowdoin College 5/4/2006

Roland Davis (Assistant Dean of Students), Erin Foster-Zsiga (Assistant Dean of Students), Kimberly Hokanson (Advancement), Jen Koviach (Chemistry), Melanie McGuire (Human Resources), Jim Parakilas (Music), James Reese (Associate Dean of Students), Linda Taremeredzwa ('10), Leigh Weisenburger (Admissions), Jordan Williams ('07)

Overall Impressions

An important observation we had from many different interactions on campus is that there is inconsistent communication between President Mills and the administrators, faculty, students and staff on the topic of campus diversity. In some cases, the President is very clear about his intentions. In these cases, the message does seem to pervade through campus. For example, the President emphasized to us how important it was to repeat the message to the Bowdoin community about the commitment to increase diversity among the students, and to be clear and consistent about this goal. This message does seem to have effectively infiltrated the culture of Bowdoin, at least among the administration and staff we spoke to (although there does not seem to be any sort of written or agreed-upon mandate or specific goals and objectives within each office to help meet that commitment.)

However, there are other occasions where there has not been open communication between the President and other key people on campus. The model at Bowdoin seems to be that the President launches an initiative and makes the crucial decisions, and the subordinates--including administrators, faculty, and students--are tasked with implementing them. We wonder about the effectiveness of this model, especially when the subject is diversity, a subject that inherently requires initiating and decision making from diverse perspectives. For example, the decision to discontinue POSSE was made by the President in consultation with Admissions, but two African American deans who had both been closely associated with that program (one of whom was a former POSSE student) were not involved in the decision to terminate the relationship, nor were they given the opportunity to challenge his arguments or even the reasons behind the decision.

Likewise, the needs and concerns of the campus, especially on the topic of diversity, are sometimes not well communicated back to the President. The most important example of this is that the President's initial goal toward diversity was to obtain a "critical mass" of minority students on campus (and they have succeeded admirably with this goal) and the quality of life on campus for minority students would follow from the numbers. Some groups share the President's thoughts, but from what we heard from many students, staff and administrators, the quality of life has not yet improved with increasing numbers of minority students on campus. However, President Mills has probably never heard what we heard from the staff and students. It does not seem that he has a good feeling for how remote his perspective is from those of people at Bowdoin who are deeply affected by his initiative--people of color and administrators specifically tasked with implementing it, but many others as well.

The first urgent lesson to draw from this day then is that an initiative like this at Bates needs to come from every direction, from students as well as the President, from people with expertise in the issues and from people who have

expertise in other things and need to say how they can adapt to a new climate. The whole community needs to be involved in designing a changed Bates so that the whole community will take the task to heart. And the second lesson is that you need to bring in outsiders at every stage to assess how things are going, because people on the inside have too many reasons not to be open with each other about it.

Notes from meeting with Bowdoin College President, Barry Mills

- Being in Maine is not an excuse for not having a diverse campus. Students are coming for the education, not to put down roots.
- Must not only support but believe in increasing diversity throughout the college, especially by President, trustees, and faculty. Not just because it is what you are supposed to do or because it is PC, but really believe in it. It's important to have the trustees on board to support the President and provide the funding. The alumni base can also help.
- Access to Bowdoin is his message. He sends this message again and again. Stay on message. He believes it and knows the reasons why. He must be able to articulate those reasons.
- There will be back push by the trustees and faculty, so it will be important to repeat the message and be consistent with the message. President must be visible to deal with back push, and the message has to be clear and consistent.
- It is important to have a critical mass of multi-cultural students on campus. Because they now have a critical mass, they are able to leave POSSE. To get the critical mass it takes money, message and alumni help.
- They have poured money onto multi-cultural recruiting, especially in financial aid. He suggested we immediately start a mini-campaign after the current campaign ends to raise money specifically for financial aid call it the "Financial Aid Imperative". Do not lose time.
- Admissions and the faculty have to be willing to take risks. You must take risks to be successful. The first year, they admitted 50% of the students of color that applied.
- It is essential that admissions create relationships with cities and schools.
- Utilize QuestBridge: a fabulous list of multi-cultural students even though they are wheelers and dealers. QuestBridge links bright, motivated low-income students with educational and scholarship opportunities. (Williams, Wheaton, Wellesley, Trinity, Swarthmore, Scripps, Pomona, Oberlin, Grinnell, Bowdoin, and Amherst are a few of the schools that participate).
- POSSE helps but is expensive. It was discontinued because (1) It is not need blind: they wound up giving a full ride to students who didn't need it, and (2) they found it difficult to work with the POSSE Boston staff. The POSSE staff were an intrusion into students' lives. (Now, Boston staff is better, and Bowdoin is considering joining Chicago or L.A. POSSE).

- New England is shrinking. In the past NECAC competing for the same students. It is getting harder and harder. This message can be used to convince skeptics (faculty, trustees) that it is important to expand diversity on campus.
- Students are differentially prepared. Bowdoin understands that. They are still trying to figure out student life and academic support issues around having a multi-cultural campus, which is really “hard”. They are starting a summer bridge program this summer. Language matters. Get away from traditionalist NE students.
- The President needs to be accessible to students and make them know that the President cares about them.
- Trustees and alums are involved in recruiting.
- It is important (though debatable) to have a diverse faculty and not just because it is PC. However, diversity does not just mean having African American faculty. It is difficult to recruit faculty of color because they are setting down roots in the area.
- They are now trying to avoid having only rich and poor students with no middle class. “Dumbbell demographics”
- Alcohol is a social divider. For example, the chem-free dorm divides the students of color from other students.
- Animosity is created on campus because diversity is only focused on African Americans.
- He used the noise example: all new students have a level of “noise” in their heads when they begin college: leaving home, having a roommate, taking college level classes, etc. However, the noise for many students of color is even greater: how to fit in socially, being (becoming) a minority, etc. It is difficult for some students to be academically successful while hearing all this noise in their heads all the time.
- Three common themes: risk, money, and believe in it.

Notes from meeting with Craig McEwen, Dean for Academic Affairs; Kassie Freeman, Dean for Academic Advancement (replacement for the previous Affirmative Action Officer. The director of human resources is now the Affirmative Action Officer); Nancy Jennings, Associate Dean for Academic Affairs; H. Roy Partridge, Special Assistant to the President for Multicultural Affairs (Prof. of Africana studies?); Adam Levy, Associate Dean for Academic Affairs (Prof. of Mathematics); Elizabeth Barnhart, Director of the Baldwin Center

- Faculty are struggling to adapt to the new campus demographics and their different academic needs.
- Faculty need to be challenged in the ways they think about students and how to assist them. For example, faculty may not realize that not all students can relate to the examples that are used.
- They are struggling to engage faculty in pedagogy. Faculty need to see a different way to teach. They need to look at the curriculum and build pedagogy skills for faculty who do not normally look at that. Also need to give faculty resources to make adjustments. They work with faculty one at a time or in groups toward pedagogical change.
- They are working on workshops for teaching writing as the first step in pedagogical change. Few faculty who require writing actually teach writing skills.
- Faculty are not represented directly in admissions. They support with yield through phone calls, e-mails, etc.
- Part of the Chamberlain scholarship includes spending a summer taking classes at Exeter.
- Academic support is through the Baldwin Center, which reports to the Dean for Academic Affairs office. They organize the study groups (PALG) and student mentors as well as other academic support services.
- Student mentors assist students with all aspects of academic life, including time management.
- To support students, they are first trying to figure out who needs help. They are currently doing internal data analysis of achievement vs. various other factors such as athletes, multi-cultural students, first generation college students, etc.
- Admissions lets the learning center know which students may have difficulties in their first year.
- Advisers are assigned to first year students and using information provided by admissions, they choose advisers who may be more sensitive to the needs of certain students

- The learning center is quite assertive in bringing students in who are struggling because often students don't realize they need help or who to go to. They contact all students who receive two or more C's in a semester, and tell them that a mentor will be contacting them. Then, the mentor contacts the student directly. They are trying to make sure the students know that these are problems that all students have and that it is normal to go to the learning center.
- Craig McEwen was worried about the students who do too well in their first year and then begin to decline later on.
- They have had more success with recruiting and retaining Asian, Hispanic, and international faculty than African American faculty. They have good intentions for increasing the number of African American faculty, but they need to set the foundations (not sure what I meant by this in my notes).
- Problems with hiring faculty of color include defining what diversity is, reading applications, c.v.s , etc. It is important for the Dean's office to have conversations early with search committees.

Notes from meeting with Randy Nichols, Director of Safety and Security (has been at Bowdoin for 8 months. Prior to that, he was on the Maine State Police.)

- There are 15 full-time and about 15 part-time security officers.
- His motto is to Do for not do to people.
- Brunswick police call security before coming on campus, and they rarely have to come on to campus.
- Security officers carry pepper spray and handcuffs, but have never used them on students. They carry these to subdue people if they are endangering themselves or others.
- They are tough on hard alcohol violations and pay particular attention to underage drinking. Their main goal is to maintain the safety and security of the campus.
- When a hate/bias incident occurs, they have a committee with President, Dean of Student Affairs and Safety and Security, students and others who meet immediately and issue a statement. It is taken very seriously.
- They have an extensive interview process for officers. He does not want officers with “cop mentality”.
- Training of officers includes: six weeks field training (three weeks in field, three weeks communication), come to the Bates security training officer academy, do in-service training three times a year, have an on-line security training program through the state (excellent), general training on racial sensitivity, and multi-cultural training.
- The important key is to find the commonality and be safe.
- He believes in community policing: students, faculty and staff are on the security team.
- Each officer, including he director of security, has a good relationship with the student body. He sends his officers out during the day to socialize and get to know the students. That way there is much less conflict when the students are drunk in the middle of the night.
- He spends about 25% of his day meeting with students, and claims that every Bowdoin student knows him by name or knows of him.
- He needs to build trust with the students so that if one student is in trouble, another student needs to comfortable to call security for help. For example, a student will call security if a friend has alcohol poisoning even if they have also been drinking.

- The alcohol advisory committee hosts programs on alcohol abuse, RAD (rape aggression defense program) both for training of security officers and education of students.
- Some students are assigned mandatory alcohol counseling by the Dean's office.
- He has a weekly radio show with one of the other officers from 3-5 on Thursdays. It is the safety and security show, but they play music, and bring in experts on a certain theme.
- During the recent Ivies weekend, he told his officers not to try to give as many citations as possible, but to just make sure that everyone was safe and nothing got out of control. It was much more successful than in the past.

Notes from lunch with students (several students of color, white students, students from Maine, first generation college students, others?)

- Some of the multi-cultural students attended the recruiting weekend, but others were sort of offended to be considered multi-cultural, especially if they came from very diverse backgrounds.
- Some students consider the recruitment weekend a great experience, but others did not. The recruiting weekend is a great show but not representative of actual life at Bowdoin.
- Support systems (academic and social) for students of color is lacking.
- The first-year students all live in first-year only housing. Some had very good, rewarding first years (especially those living in chem free housing), in that they were forced to learn about many different cultures. Others had very difficult first years, because they did not fit in socially.
- An Asian-American student from inner city Boston had a particularly difficult first year and experience at Bowdoin overall. He made it through Bowdoin by his own survival skills. He spent all of his time in the library to avoid social situations in the dorms. He stayed at Bowdoin because he was “carrying his family on his back”. Financial aid did not take into account the fact that he supports his family. He and several other students made a documentary about inner city students and their experiences in college. They have not found an audience for the film except at the retreat for men of color.

Notes from talking with students

- Retreats for students of color and non-majority students is crucial because it allows time and space for the construction of a community (retreats should be optional).
- Mentoring programs between upperclassman and lower classman are essential components of community building. Mentoring programs can and will occur outside the institutional framework if the school supports, encourages, and rewards this type of behavior.
- Faculty are also crucial mentors and help to strengthen community, BUT they need to be rewarded for their involvement in the community and their efforts outside of the classroom. Many Professors who are not tenured are reluctant to get involved because it does not positively affect their tenure track.
- The institution/administrators must be aware of the intersections of class, race, and home environment. It cannot expect all minority students to want to be a part of the same community.
- Just because there are students of color on campus does not mean that particular students of color will not still feel alienated. The institution must make efforts to include

all persons and to be aware when particular persons are being alienated from the community.

- Cultural events (organized by the institution) that present various lifestyles and perspectives are necessary—rural students need opportunities to understand what it is like to be uprooted from an urban environment and vice versa, for example.
- Community building cannot be the sole responsibility of the student body—need institutional involvement “top-down” action. Students who will potentially struggle to adjust to the lifestyle should have extra attention given to them from administrators etc.

Notes from meeting with Eric Foushee, Director of Annual Giving; Anne Shields (Bates '80), Director of the Career Planning Center and Director of Fellowships and Scholarships; and Sarah Phinney, Director of Alumni Relations

- The program that focuses on bringing inner city kids from Baltimore to the Bowdoin campus for a week each summer, to connect with Bowdoin students and attend the Bowdoin summer camp run by track coach Peter Slovenski, was initiated by a Bowdoin alum in the Baltimore area. 1st year costs absorbed by the College; now is independently funded through fundraising efforts in the Baltimore area and through approaches to Bowdoin alums—makes for interesting dynamics with “official” fundraising efforts for the College.
- Affiliation with POSSE and creation of the Chamberlain Scholars Program is a much more effective way of changing the campus culture, along with the full commitment of the Board of Trustees.
- Value of POSSE program “immeasurable.” Although ending affiliation with POSSE/Boston, are likely to affiliate with a POSSE program based in a different part of the country to aid in adding geographic diversity.
- Accepted students of color: program of “love taps” wherein Trustees, members of the Alumni Council, staff, and others make calls to accepted students of color to encourage their attendance at Bowdoin. Callers not just alums of color. Alumni Relations identifies folks available to make calls, and Admissions pairs them up with accepted students.
- Understood the President's communication that diversity is a strategic initiative, expressed as a community priority to take opportunities to increase diversity. Not expressed as initiatives to specific departments.
- Noted change in campus climate since frats dissolved. Student satisfaction has been increasing each year, based on senior surveys. Discussed student activities as a huge factor in climate. Noted that students of color looking for programming that goes beyond heavy drinking.
- Multicultural Alumni Committee - developed in 2002 as an ad hoc committee looking at:
 - How we engage admitted students
 - Understanding that it is a slippery slope to look at this group as "The Diverse Group."
 - Young Alum Leadership Program (YALP) - Senior minority students tend to give less than their counterparts. But, minorities overrepresented in YALP group now— recruitment of YALP participants focuses on recruiting strongly from minority students.

- There are fewer minority volunteers for AR or Annual Giving—hope that focused recruiting with YALP will eventually help to turn that around.
- Career Services - budget cuts to Alumni Services other than Alumni to Student Programs
- OCS: cautious about separating programs for students of color—will work with student groups to offer career programs for students of color, but OCS-based programming focuses on all students rather than developing programs segmented by minority status. Noted that resources in OCS are limited; students of color use OCS at same rate as other students.
- Discussed an event at the State House in Boston. Extremely well attended by alumni of color. However, it was the work of one very involved individual who made lots of phone calls and used his/her own personal connections to get people to attend.
- Comment made that Davidson runs a Pre-orientation program for students of color.

Notes from meeting with Tama Spoerri, Director of Human Resources (Tama has been at Bowdoin for 4 years. Came from for-profit world—previously at UNUM in Portland)

- Director of Human Resources is now the Affirmative Action Officer.
- Candidate pools tend to not be very diverse due to geographic location. Unlike the students, individuals coming to work at Bowdoin are looking at more permanent roots and Maine does not have a diverse population for socialization or particular needs.
- Some areas (such as Advancement) have a serious shortage of diverse candidates. However, it was noted that staff diversity has increased over past 2 years. HR has been taking a more active role in helping managers in the recruiting process—and has take a lead in getting the College to “think outside of the Bowdoin ‘box.’” Gave example of one success story of an admissions hire who is the former manager of a retail store in Freeport. Barry Mills met him in the store, and brought his name back to HR to recruit.
- Talked about the difficulty in managing the loss of 3 high profile employees of color—all for different “life-related” reasons. Stressed importance of keeping the lines of communication open with departing staff, and importance of allowing for flexibility. Noted situation with one staffer who returned to Bowdoin after a year. But in that time, he had taken a PT position coaching and wanted to keep it. He now has a .92FTE appointment at Bowdoin which allows him to leave early during the season to continue coaching.
- Mentioned the Freeman Grant for working with Asian students. Noted how difficult Maine is for young professionals of color. Gave example of Jim Kim—who came to Bowdoin for 3 years from Harvard—really helped to unite Asian students at Bowdoin, but left to return to a more diverse environment than Maine can offer.
- Bowdoin is part of the Maine Diversity Hiring Coalition.
- Talked about previously decentralized process for hiring faculty—department by department. Now there is one person through whom all ads flow. HR pays to run ads for ALL open faculty positions (in one ad) in Black Issues in Higher Education—individual departments probably wouldn’t incur that expense. Also talked about the CBB ad in the Chronicle of Higher Education focused at “trailing spouses.”
- Talked about switch in intersection with HR and Affirmative Action. “Cassie” replaced former AA officer “Betty.” Now, Tama is AA officer for the College. Cassie focuses on improving academic success of students of color—serves as an Associate Dean of the Faculty.
- Referred to Mary Childers, a consultant on minority faculty hiring, who advocates adding a level of practicality to searches. Looks at demographics of PhDs graduating and % of minorities represented (referred to a Dartmouth database). If in a particular field

there are 36 newly-minted PhDs, only 1 of whom is a minority—forget doing a focused search for a minority in that case—that 1 minority isn’t going to end up at Bowdoin.

- Ended by talking about the need for diversity to go beyond people of color to include socioeconomic diversity. Talked about improving the way that Bowdoin treats employees from lower socioeconomic backgrounds—helps for incoming students from lower socioeconomic backgrounds to see that. Also talked about breaking down the “silos” between administration, support staff, and faculty. HR is working to become a strategic partner with “implied influence” in the process.

Notes from meeting with Bowdoin Admissions Staff: Fumio Sugihara, Associate Dean of Admissions and Director of Multicultural Recruitment (Fumio applied for a Multicultural position at Bates, so he knows quite a bit of Bates background) and Elmer Moore (Assistant Dean of Admissions, but does mostly multicultural recruiting)

- In order to continue competing with other schools, it is important to keep evaluating the tactics used for admissions, and change tactics every 5-6 years.
- Seven years ago, Bowdoin had an “abysmal” acceptance of underrepresented minorities. At that time, they formed an ad hoc committee to evaluate what they could do better. They determined that the entire campus had to contribute to admitting multi-cultural students. For example, for the multi-cultural recruiting weekends, residential life organizes the student hosts (which was increased from 20 to 100 students), the student activities office organizes activities, and 20-30 faculty attend dinners. They also made many changes in recruitment of multi-cultural students at this time.
- They estimate that 80% of the prospective students who visit will apply, so it is important to get as many people to visit as possible.
- Five years ago, they initiated the Chamberlain scholarships and joined the POSSE program. They are now leaving POSSE (see notes with President). Chamberlain scholarships are offered to 22 students, with about 15 students accepting (this was recently increased from 10 offers/5 accepts when they left POSSE). The students are chosen from the financial aid pool, and the following criteria are used: leadership, overcoming hardship or challenge, academic excellence, high need. They are now expanding the Chamberlain scholarships to include summer classes at Exeter.
- They only recruit multi-cultural students (and athletes). This was mentioned in passing, and we didn’t follow up. However, some of the President’s comments along these lines were that there will always be rich white people applying. They will not lose the top students by not recruiting them, because the top students will apply anyway.
- Financial Aid budget should be thought of strategically. Student aid is part of the admissions office, not the registrar or bursar’s office.
- It was clear that both the Dean of Admissions and the Director of Multicultural Recruitment make annual reports to the trustees and the faculty committee, and are held accountable to the number of students that ultimately decide to go to Bowdoin.
- Using “software”, they identify 15,000 (check on this number) names of “top prospects” to recruit (only multi-cultural students?). Every department at Bowdoin sends a letter to admissions that can be sent to the top prospects, and admissions then e-mails appropriate letters to each prospect.

- All admitted students are divided into departments based on interests they may have indicated on their applications. Every department chair then receives a list of names and contact information to do with what they like. Most divvy up the names among department members and e-mail the students, however, admissions will send letters for departments if needed.
- Select multi-cultural students receive early admit letters with a personalized paragraph. They try not to “drop a bomb”, meaning send a letter to a student if there are other students at their high school not receiving an early letter.
- Admissions needs to be strategic about demographics—“choose a region and hammer it”. The South is becoming important while the North East is a deflating population.
- It was the opinion of at least one of the people we spoke with that people doing multi-cultural recruiting (including the director) do not need to be an underrepresented minority themselves.
- Bowdoin’s staff stability is unusual among admissions offices. Most people in admissions are on a 2-3 year plan, so the office should be willing to grow with the staff (entry level shouldn’t be entry level forever). It is important to keep people challenged and interested. They acknowledge that they are still not good at transitions among staff.
- Continuity in message to high schools is more important than a continuity in staff.
- They use about 2000 alums to help with recruiting and interviews. Alums go to some college fairs and high schools and conduct interviews. They recently switched to an on-line request for interviews, and went from 700 to 1500 interview requests (are these just alum interviews?)
- The material Bates sends to prospective students sounds too academic, which makes Bates seem too hard and scares prospective students away. “Save your money” on the academic publication. It is more important to send the message with excitement.
- Bowdoin does not require SATs either, but they don’t publicize it as much as Bates.

Notes from Dean of Students office: Craig Bradley, Dean of Student Affairs; Tim Foster, Senior Associate Dean of Student Affairs; Margaret Hazlett, Associate Dean of Student Affairs/Dean of First-Year Students; Stacey Jones, Director of First-Year and Multicultural Programs

- Now have representation of students of color in all aspects of campus i.e. theater, art, music, and athletics.
 - Task Force on Admissions with key people from everywhere but was chaired by Tim Foster in DOS.
- Charge to the committee
1. Decide focus (African American students, Latino students, Asian students)
 2. Increase applicants
 3. Strengthen yield
 4. How do we handle retention
 5. Make a list of challenges of first year.
 6. According to Admissions on this Task Force - everyone had to do something (not just admissions that recruits, not just DOS responsible for retention)
- They receive a clear statement from the President. Trustees support it.
 - African American Society – match student mentors. Student initiated
 - First Year buildings have proctors – that group is very diverse. Those proctors create a climate of respect and meaningful engagement. Core values of a pluralistic community “do we own that?”
 - Bowdoin’s Experience weekend. Students who come see diversity on campus. College sells itself.
 - Multicultural committees on campus.
 - They have a protocol student struggling.
 - Ensure students are learning from each other because they live in a pluralistic environment.
 - Athletics falls under students affairs. 30 % play an intercollegiate sport. 95% athletes varsity are recruited. 16% students of color play sports.
 - Have a Dean who straddles DOS and Admissions. Talks about initiatives and give feedback to admissions.
 - When there is an incident how do you instill confidence in the DOS office to students?
 1. Communication
 2. Student Staff know community

3. Hire people students seek out
 4. President sends message about incident to reinforce the values of the community.
- Residences Life Administrators are trusted and respected facilitate what want to do as a community.
 - They consistently bring students together to talk about incidents. DOS does not micromanage these conversations. Talk to students about modeling respect and how you deal with conflict. Issues of expression and speech. DOS does not discipline in these instances but they talk about it. Treat it as a teachable moment.
 - Diversity in their staff assistants and 3 recent grads assist the res. Life office. Students hang out in that office frequently because of the recent grads.
 - Comment card system so students don't fall through cracks. One copy goes to the student and their advisor and a Dean. Receive information about students behavior in class if it is inconsistent with what the faculty member has seen in past. DOS intervenes.

Notes from Wil Smith, Assistant Dean of First-Year Students/Director of Multicultural Student Programs; Laura Lee, Freeman Grant Coordinator/International Student Advisor; Ginette Saimprevil, Assistant Director of Residential Life

- POSSE Program:

- Provided leadership
- need blind
- Academic achievement

My impression is this group was happier with how POSSE program was run and implemented

- 10 POSSE students last year met with Wil two hours a week to talk to each other about their adjustment.

- Needed extra support from each other
- Also met individually with Wil once a week for more support
- Also a cross cultural communication training sessions for the POSSE students

- Teaching and Learning Center very helpful

- They give majority of student's opportunity to host a student of color during Bowdoin Experience weekend

- Alcohol:

- Chem-Free housing on campus
- Cultural groups do many chem-free events
- African American society plan chem-free events as well.

- Had an open sheet of paper up asking "Do you fit in at Bowdoin?" Prompted students comments on the sheet and those conversations continued in dining hall.