

Report of Reports on Diversity: January 2006

Date	Title	Authors	Recommendations	Results
1992 (Dec. 7)	Report of the Study Committee on Diversity at Bates	Wes Avram, Elizabeth Barnes '93, Jim Carignan, Prachant Gopal '93, James Reese, Eric Wollman, Peter Wong	Improve communication among offices; strong support for students; begin bridge program Faculty development re: chilly classroom; use ABD programs for MC faculty Dedicated space for MC groups Chaplain work with underrepresented groups Improve geo diversity; faculty help recruit	DOS office offers support AAACS '93 Swarthmore ABD program Multicultural House 1/94 Chaplain works with groups
1995 (January)	Multicultural Recruitment Plan	Office of Admission, Carmita McCoy	Targets for enrollment, plans for new materials, collaboration with DOS and other offices	
1996	Racism in the Classroom: Insights from Students	Based on 1994-95 workshop series, produced by Melanie Ghosh and Erica Rand	Faculty should respond to racially-charged statements, examine own prejudices, consider concerns of MC students, develop new pedagogies, add new material to syllabi	Teaching Committee held workshops; distributed pamphlet
1999 (May)	Report of the Special Committee on Student Retention at Bates	James Fergerson, Sarah Bernard, Andy Garcia, Carmita McCoy, Kerry Maloney, Kirk Read, James Reese, Keith Tannenbaum	Communicate importance of retention rates; form coordinating group to monitor students at risk for attrition; improve office to office communication; discuss improving climate for multicultural students; some reorganization of DOS offices, communicate to students about services, follow up on all first years after 5 weeks; increase spaces in FYS; improve advising; encourage student responsibility for education; offer help for decisions about majors; improve webpage	Creation of retention committee (no longer meeting); some reorganization of DOS office; FYS spaces for all entering students, FYS connected to advising, faculty discussion of advising; survey of first year satisfaction; webpage improvements for registration
1999 (July)	Diversity and Goals 2005	Policy developed by Ad Hoc Committee, Celeste Branham, Czerny Brasuell, Jim Carignan, Bill Hiss, Carmita McCoy	Dedicated space for MC groups Diversify curriculum Use Affirmative Action to recruit faculty Hold lectures to foster open climate	Cont'd use of AA procedures; many lectures

2000 (July 13)	Diversity Working Group Annual Report	Celeste Branham, Czerny Brasuell, Jim Carignan, Bill Hiss, Chris Lee, Joanna Lee, Carmita McCoy, James Reese, Ann Scott	Elect faculty of color to Personnel Committee; Add new materials to syllabi Recruit faculty of color; hire diverse staff Hold workshops about pedagogy Improve retention for students of color Recruitment program for Native Americans Establish mentoring, better orientation Organize alumni groups acc. to race Highlight study experiences in diverse cultures	Has occurred Us of AA procedures Recent improvement DOS mentoring program Student photo exhibit
2002	Diversity Working Group Annual Report	Jim Carignan, Convener	Increase financial aid Work with alumni of color Use ABD program for faculty of color Stress diversity in faculty reviews Stress diversity in orientation and in dorms AAO should hold programs on diversity	Gradual increase Addressed in orientation
2004 (Feb. 17)	Mid-Year Report of Committee on Diversity and Academic Excellence	Joanna Lee, Pam Baker, Czerny Brasuell, Roland Davis, Dia Harris, Stacy Smith	More financial aid for MC students Create bridge program Improve communication among offices Faculty development about pedagogy Create statement on diversity Create centralized office	Bridge planned '07 Professional development seminar
2004 (April 8)	Notes from dinner hosted by Committee on Diversity and Academic Excellence	11 students, Committee members, Dean of Students and Multicultural House staff	No recommendations	

Major Points of Reports on Diversity: 1992-2004

January 2006

Summary

1992 Report from the Study Committee Examining the Coordination of Efforts for College Diversity

Focused on defining diversity and setting goals. Suggested the College should initiate programs to diversify the composition of the community, and improve the campus climate.

“At this juncture, however, we focus attention on diversity as defined by racial, ethnic, economic (class), and geographic (including national and cultural) terms, as well as the significant areas of disabilities, religion, sexual orientation, and age as all impact on the definition and experience of community at Bates.” (p. 4)

- § Some students and faculty reported they would not recommend students from diverse backgrounds come to Bates “because the atmosphere of the community was not welcoming.” (p. 4) “The Committee heard disappointing and embarrassing commentary by students and faculty of diverse social, cultural, racial, ethnic, national and religious backgrounds as well as disabled students and gay and lesbian students about incidents ranging from mild insensitivity to outright prejudice and bigotry.” (p. 14)
- § The College has improved a situation, in which students who needed work study jobs to pay their bills could not find jobs on campus.
- § The Committee offered Admissions considerable advice, about groups with which to collaborate, about getting out the message that financial aid is available, about improving geographic diversity, and getting faculty involved in recruiting.
- § The Committee recommended pre-matriculation programs exposing students to the life of the scholar, in particular in the sciences, and strong support services when classes are in session.
- § Bates should participate in programs bringing ABD’s to campus, as a means of diversifying the faculty.
- § Bates should improve communication on campus, better disseminating information about student services, grievance procedures, and programming, to decrease student isolation.
- § The College should expand faculty development programs to find remedies to “chilly” classrooms.
- § The Committee recommended more programming in all areas to increase sensitivity, space dedicated for use of various racial, ethnic, international and other groups.
- § The Chaplain should work with students from underrepresented groups.

Summary

1995 Multicultural Recruitment Plan

This plan laid out strategies for the specific staff members charged with leading multicultural recruitment, for setting targets for enrollments by state, inclusion of materials directed to multicultural students in Admissions publications, urged a closer working relationship with the Dean of Students Office and other offices on campus, and a variety of specific recruitment procedures.

The Office of Admissions presented its multicultural recruitment plan to the Trustees in January 1995.

Summary
1996 Brochure "Racism in the Classroom: Insights from Students"

Developed in connection with a Committee on Teaching Development workshop series, Erica Rand, as chair of the committee, and Melanie Ghosh, as Coordinator of Multicultural Affairs, met with students, arranged for transcribed interviews, and excerpted from those interviews for the brochure. Brochure is organized according to strategies for faculty to improve the classroom climate for students of color

- \$ Dealing with classes in which some students make racist statements or comments hostile to particular groups. Students complained in particular about faculty silence at such times.
- \$ Examining faculty prejudices
- \$ Dealing with faculty special expectations for students of color. Students complain that they are expected to know in advance the material dealing with racial or ethnic issues
- \$ Recognizing that a multicultural classroom may require new pedagogies
- \$ Including new material on syllabi

Summary
Report of the Special Committee on Student Retention at Bates

The Committee examined statistical data on persistence and graduation rates by gender, race and ethnicity, academic success, enrollment patterns, as well as comments from students, faculty, staff and parents.

- Bates has excellent overall persistence and graduation rates, above national averages. Six-year graduation rates for the cohorts entering in 1991 and 1992 were 82.5% and 83.5%. [For the 1999 cohort, the six-year graduation rate was 88.9%.] First-year to sophomore year fall-to-fall persistence rates for 1991 and 1992 cohorts were 91% and 90.7%; for the 1996 and 1997 cohorts, they were 90% and 94.3%. [For the 2004 cohort, the first year to sophomore persistence rate was 94.2%.]
- Students from underrepresented groups are less likely to remain at Bates. Students identifying as Black, non-Hispanic entering in 1991 and 1992 had six-year graduation rates of 77.8% and 50%. Students identifying as Asian or Pacific Islanders entering in those years had rates of 70.6% and 75%. Students identifying as Hispanic had rates of 75% and 83.3%. Students identifying as American Indians or Alaskan Natives had rates of 50%.
- Reasons given for leaving Bates: dissatisfaction with social life, isolation at a small college in a small town, bureaucratic run-arounds, lack of personal attention, lack of friends at Bates, financial and personal problems. Many multicultural students and students from all groups who wanted to make academic connections outside the classroom cited a focus on alcohol consumption as a reason for leaving.
- Committee recommended further efforts to encourage retention, including formation of a standing retention group, discussion about improving climate for multicultural students, reorganization in the Dean of Students' Office to give more attention to first and second year students, a follow-up on all first-years after five weeks, improving faculty advising, increasing access to First-Year Seminars, encouraging connections among faculty and students.
- Goal of six-year graduation rates between 86 and 88% and fall-to-fall persistence rates of 92 to 95%.

Summary
Policy on Diversity developed as part of Goals 2005 (1999)

Bates committed itself to achieving diversity among students, staff, and faculty, through recruitment, use of Affirmative Action guidelines, diversifying the curriculum.

The policy states as its goal an open community climate, to be fostered through lectures, performances, and programs that address diversity in all areas of college life, dedicated spaces for groups that foster diversity, and college-wide mentoring.

Summary
Diversity Working Group Summary, 2000

This group was charged with implementing the Goals 2005 diversity policy. They met with key offices to discuss both goals and implementation.

Discussions with staff from the Dean of Faculty's Office and the Committee of Five focused on

- § electing a faculty member of color to the Personnel Committee
- § developing incentives to encourage revision of courses to include racial and/or ethnic issues
- § encouraging methods whereby departments and programs can encourage more faculty of color to apply for jobs at Bates
- § workshops, speakers and facilitators who might encourage appropriate pedagogy

Discussions with the staff of Affirmative Action and Human Resources focused on

- § recruitment procedures which would require affirmative action searches.

Discussions with the Retention Committee demonstrated

- § Bates has a retention issue with regard to minority students, due to a sense of isolation and separation in a largely white environment, as well as the alcohol culture at Bates.

Discussion with staff from Development centered on making better connections to alumni of color, through

- § a more diverse staff
- § alumni groups organized on the basis of race
- § embedding issues of diversity into the capital campaign

Discussions with Admissions staff focused on

- § increasing staff with responsibility for multicultural recruiting
- § the possibility of a special effort to recruit Native Americans

Discussions with staff in the Off-Campus Study Office considered

- § methods whereby students who studied abroad can bring their experiences with diverse communities back to campus.

Discussions with staff in the Dean of Students' Office and in the Affirmative Action Office focused on

- § the mentoring and orientation programs

Conclusions

All offices of the College are working on issues related to diversity, but their progress is slow and uneven. The mentoring program and diversification of the faculty have been successful. The Committee plans to demand implementation of the Goals 2005 policies in the future.

Summary
2002 Annual Report from the Diversity Working Group

The report summarized progress.

- \$ 14% faculty of color, 41% female faculty
- \$ Addition of Multicultural Center, a multicultural recruiter in admissions
- \$ increase in students of color: class of 2005
- \$ mentoring program for students of color and other students facing challenges
- \$ greater diversity in programming

The report recommended

- \$ transferring funds to financial aid for students, specifically by adding one million each year for four years, instituting preferential packaging of financial aid for students of color, and not utilizing the Posse Program, but instead intensifying what Admissions does already
- \$ encouraging the deans of students to work more closely with students of color about parties and programming, including confrontation of multicultural issues during Aesop programming
- \$ finding ways to encourage alumni of color to work more closely with the college
- \$ participate in an ABD program for Multicultural faculty, utilize the Morehouse and Spellman connections better, continue faculty development seminars, include issues of diversity in faculty reviews, strengthen faculty roles in Martin Luther King, Jr. Day.
- \$ add more on diversity to student orientation and add more programming on diversity during the rest of the year, use RC's and JA's to bring diversity into residences, continue with diverse lectures and performances
- \$ encourage the Affirmative Action Office to offer programs for staff about diversity.

Summary
2004 Report from Coordinating Committee on Diversity and Academic Excellence

President Hansen and the members of the Senior Staff created this group to monitor progress of students of color entering Bates in fall 2003. The Committee reported to the President and senior staff. The Committee utilized a study by students in an Education course, and anecdotal information. Focus group study included 20 first-year students of color. The Committee also reviewed older reports on diversity.

- \$ Focus group participants reported feeling marginalized by programs designed to support them.
- \$ Students of color were not satisfied with the social life which they described as too focused on alcohol consumption, unappealing concerts, or dances with low attendance.
- \$ Many students of color reported that they “do not feel *of* Bates.”
- \$ The Committee suggested an achievement gap for students of color, based on first semester data.
- \$ The average retention rate for students of color is lower than that of European-American students.
- \$ The Committee recommended specific recruitment methods to Admissions, and recommended an increase in financial aid targeted for multicultural students.
- \$ The Committee recommended that the College should consider a bridge program for incoming students, and a review and reform of the mentoring program.
- \$ The Committee recommended better communication among administrative offices to allow better monitoring of students' progress.
- \$ The Committee suggested that faculty should participate in development opportunities designed to improve classroom climate, and think about pedagogy for teaching diverse learners.
- \$ The Committee's recommendations for actions included creating a statement on diversity and creating a centralized office for diversity and academic excellence.

Summary
2004 Dinner Hosted by the Committee on Diversity and Academic Excellence for Students of Color Considering Transferring

Strengths of Bates

- § There is a strong sense of community, especially among students of color, who reach out to new students.
- § Many students find a professor to bond with. When students show an interest, those faculty offer support and interest. Students cited a list of faculty and staff available for such relationships.
- § Bates offers good opportunities for internships, grants, study abroad, post-graduation contacts through Bates net.

Problematic Areas

- § Too much of social life revolves around drinking, not enough else to do. Choice of music doesn't appeal to students of color.
- § Students report negative racial experiences, for example, being told that they are here due to affirmative action, white students leaving a Commons table if students of color sit down, white students not attending events sponsored by the African American community.
- § Students report that many students and faculty do not understand the purposes or workings of affirmative action. In discussions of affirmative action in classes, faculty allow misunderstandings to be spoken without any further discussion.
- § Students perceived special problems in the natural sciences: white students do not choose students of color as partners, some faculty view students of color as incompetent, there are few students of color in science courses and making friends with the rest of the science students happens rarely

<p><i>1992 Report of the Study Committee on Diversity</i></p> <p>§ Double financial resources for scholarships for underrepresented students by 2000.</p> <p>§ Make sure financial packages which include work study are easy to understand, and help students find jobs on campus.</p> <p>§ Develop special relationships with school systems and community colleges which can send underrepresented students to Bates.</p> <p>§ Initiate summer programs which bring students from under-represented groups to campus.</p> <p>§ Use brochures, news stories and speeches to make it understood that working class students can attend Bates with financial aid.</p> <p>§ Bring in more than one-half of our students from outside New England.</p>	<ul style="list-style-type: none"> • Funding has increased, but not doubled. • Accomplished. • Admissions began relationships with school systems, but were dependent on staff with connections to those schools; ended when staff resigned. Staff attended community college fairs; initiative ended when staff left the College. • Plans drawn up by Dean Carignan not carried out. A later proposal to a granting agency dropped because not financially feasible. • CMR and Admissions materials communicate this message. • Bates continues to recruit and accept approximately 50% of its students from New England. It is not clear whether this goal is shared across the campus community.
<p><i>1996 Agenda for President's Diversity Group</i></p> <p>§ Expand multicultural recruitment in targeted areas (i.e. inner city)</p> <p>§ Provide special bus tours to campus for students of color from Providence, Hartford, Boston and NYC.</p> <p>§ Use alumni, faculty and on-campus students to help with multicultural recruitment.</p> <p>§ Send current students as ambassadors to their former high schools over school breaks.</p> <p>§ Hire students in admissions to help with multicultural recruitment</p> <p>§ Expand multicultural recruitment beyond African Americans</p>	<ul style="list-style-type: none"> • Admissions has increased this recruitment over the last decade. • Sponsorship of two Prologue weekends in fall; previous staff brought high school juniors to campus in spring. • Strategy followed, especially with faculty in spring 03, but not consistently used. • Many students are encouraged to take packets of material to their high schools. • Strategy followed consistently • Carried out.

<p><i>1999 Diversity and Goals 2005</i></p> <p>§ “Develop and implement a highly focused and personalized Admissions recruitment plan for increasing applications and enrollments from diverse populations in a limited number of urban areas in the U.S. and strategically identified international areas.”</p> <p>§ “Continue the current financial aid policy to improve grant funding for identified diverse populations, particularly currently and historically under-represented groups.”</p> <p>§ “To support recruitment, create a special relationship with one or two urban high schools and one or two community colleges, preferably in the Boston/Hartford metropolitan areas, and with the Native American population in Maine. The special relationship should include curricular enhancement, aspiration activities, a summer program for academic enrichment, etc.</p> <p>§ “Put a retention group in place, initiate analysis and make recommendations to improve diversity retention to achieve parity with the majority populations in the College.”</p>	<ul style="list-style-type: none"> • Have developed such plans, but implementation inconsistent; international recruiter also visits Department of Defense schools in Europe and elsewhere; development of “Vietnamese Abroad” organization. • Admissions has improved grant funding for students from underrepresented groups. • Not carried out as a program; relationships with urban high schools has relied on contacts of particular staff. Some efforts have been made with Native American populations, but not a consistent program. • Retention report completed in 1999. Dean of Students’ Office also had a retention group. Improvement in retention in recent years.
<p><i>2000 Diversity Working Group</i></p> <p>§ Report stated that Admissions planned a pilot project in Atlanta, in which a person with ties to the educational community there would be hired to better connect Bates to the minority communities there.</p> <p>§ Report stated Admissions planned to work with St. Benedict’s and Science High School in Newark and with three inner-city secondary schools in Hartford.</p> <p>§ Report stated that Bates planned to work with an organization called Tenacity in Boston.</p>	<ul style="list-style-type: none"> • Project planned, but not carried out. • Project planned by a staff member who has since left the College. • Tenacity started by a Bates grad; Admissions had conversations with group. Also brought to campus students from “Squash Busters.”

<p><i>2004 Coordinating Committee on Diversity and Academic Excellence</i></p> <p>\$ Explore and develop new geographic areas, while remaining persistent in current areas.</p> <p>\$ Give greater time to multicultural recruitment</p> <p>\$ Update yearly the Multiculturalism at Bates section of Viewbook</p> <p>\$ Produce a newsletter from current students to send to prospective multicultural students</p> <p>\$ Continue using outreach to current agencies</p> <p>\$ Expand Prologue</p> <p>\$ Begin a spring visit program</p> <p>\$ Establish a pre-orientation program</p> <p>\$ Establish an on-campus reception for new and current students, faculty, staff and alumni</p> <p>\$ Make special arrangements for travel and hosting of visiting students</p> <p>\$ Offer special interviews for visiting multicultural students after the posted deadline</p> <p>\$ Phone financial aid candidates to notify them of missing credentials</p>	<ul style="list-style-type: none"> • New staff members have encouraged recruitment in new areas and with new contacts; departure of staff members has discouraged persistence. • Number of staff devoted to MC recruitment has varied over time. • Decision to end separate section of Viewbook, while placing accomplishments of MC students throughout; separate publication dedicated to MC recruitment • Not carried out. • Part of on-going strategy. • Under consideration • Carried out in past; unclear about future. • Bridge program planned for summer '07, with Howard Hughes funding. • Under consideration for students. • Prologue program provides funding for students and parents. • Under discussion, but not currently planned. • Part of on-going strategy.
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