



03/30/09

Dear friends,

It is my pleasure to include with this letter an update on a number of initiatives the Diversity Committee has been working on during this academic year. This committee is charged with studying various aspects of diversity in our campus, and making recommendations for future action. One of the ways in which the committee studies diversity at Hampshire is by evaluating progress on the college's Active Anti-Racism Administrative Action Plan, for which you will find an update in this document. This update was written by the Office for Diversity and Multicultural Education based on data received from a broad number of offices, as well as from reports submitted by the Diversity Committee subcommittees. As will become evident when you read this report, much of the work has been done by people in student services, the Dean of Faculty Office, Finance and Administration, and others. As a reminder, the text of the original plan can be found at <http://www.hampshire.edu/offices/7838.htm>.

Included here you will also find several reports from subcommittees of the Diversity Committee. These reports reflect the fact that, while these subcommittees often work with items that are part of the college's Active Anti-Racism Administrative Action Plan, their charges are broader than it. The text of the charge for these subcommittees can be found at <http://www.hampshire.edu/offices/6114.htm>

The reports from the Diversity subcommittees include not only a number of important observations about our institution, but also possible short-term and long-term recommendations. These recommendations are presented at this time in order to start conversations in our campus. Out of these initial reports, the feedback we receive from the community, and other conversations with unit managers and other members of the community regarding these items, we will craft a number of programs and initiatives starting in the next academic year. We encourage each and every member of the Hampshire community to provide the feedback we will need in order to make this a campus-wide process. Certainly these reports put forth many more recommendations than are possible to address at once. Hence, we hope that you will take the opportunity to read these reports and join our efforts by providing feedback on your relative support and priorities.

I need to close this introduction by thanking the people that have been instrumental in the work my office has done this year. Thanks to Jackie Jeffery, my Administrative Assistant, without whose work little of this would have coalesced. I am in great debt also to the members of the Diversity Committee for the work they have done this year: Mia Sullivan, Maddie Marquez, Brown Kennedy, Kristen Luschen, Joel Dansky, Araina Muñiz, Katrina De Wees, Charmaine Mack, DeeDee Desir, Natalie Sowell, and Laura Wenk. I also want

to thank those members of the staff that joined us in different subcommittees: Kathy Methot, Diana Alvarez, David Wagner, and Melissa Scheid Frantz.

Thanks for your time in reading this update. I look forward to hearing your comments.

Best,

Jaime

**Update of items from Hampshire College's
2008 Active Anti-racism Administrative Action Plan
March 2009**

1. Secretary of the College and Trustees.

Students draw attention to a possible inconsistency between the college's statement on investment responsibility and goals, on the one hand, and current investment practices, on the other. Matters of policy pertaining to the college's investments are overseen by CHOIR, the Committee at Hampshire on Investment Responsibility, of the Board of Trustees, a subcommittee of the Investment Committee. CHOIR will meet again before the end of the term; on April 10, 2008, the President requested of CHOIR's chair and secretary that the committee attend to this express concern of students as well as seek input from the entire community for any further agenda items prior to the committee's final meeting this semester. CHOIR will report any motions to the Investment Committee for transmittal and discussion to the Board at its May meeting.

To address a petition from the student group Students for Justice in Palestine, a subcommittee of Hampshire's Board of Trustees Investment Committee requested a review of the State Street Fund. Based on a comprehensive review of the fund by the trustee investment committee, administrators and an outside consultant, the college found that this fund held stocks in well over 200 companies engaged in business practices that violate the college's policy on socially responsible investments. On February 7, 2009, the Hampshire College board of trustees accepted the report of its investment committee, which earlier had voted, without reference to any country or political movement, to transfer assets held in a State Street fund to another fund. The review also led the board of trustees to vote to revise its 1994 socially responsible investment policy to bring it up-to-date with current standards and practices, and, pending revision, to suspend that policy.

2. Special Presidential Assistant for Diversity and Multicultural Education (SPA)

The Special Presidential Assistant (SPA) will work closely with the Dean of Student Services, relevant staff within her office, faculty, students, and other professionals on the revision and expansion of the college's existing discrimination and harassment policy, with special but not exclusive attention to racial harassment, so that the expanded policy will appear in the 2008-2009 edition of Non Satis Non Scire. The policy will include a clear description of how complaints and grievances are to be handled, on which see further, below, under Dean of Student Services.

The discrimination and harassment policy was reviewed and modified to provide for a parallel channel of oversight. The changes were made in time for the new text to be included in the student handbook that incoming students received in Fall of 2008. The text for this version of the policy can be found at http://www.hampshire.edu/shared_files/Anti-Discrimination_Policy.pdf.

The Special Presidential Assistant along with the Diversity Committee, the Dean of Faculty's Office, the Dean of Multicultural Education once in place, the Dean of Student Services, and Human Resources will be instrumental in developing, with input from professionals on- and off-campus and interested representative faculty and students, appropriate mandatory anti-oppression training for administrators, faculty, staff (including Public Safety staff), and interns. The first three such trainings will take place during academic year 2008-2009. Training will continue on anti-oppression, active anti-racism, and other associated topics in subsequent academic years. Not as a precondition to the development of this training program, but to assist the campus in shaping the most appropriate training and as an educational tool in its own right, during the spring 2008 semester, we will utilize a survey instrument to evaluate inter-cultural proficiencies across the campus. The Special Presidential Assistant, in collaboration with the Campus Climate subcommittee of the Diversity Committee, will continue its work studying the training and evaluation that each department does in relation to race and diversity, so we can share best practices across campus.

- During calendar year 2008 the campus participated on the Intercultural Development Inventory survey, a quantitative survey that measures profiles and tendencies on a developmental model of intercultural sensitivity. The first report to the community on the results of this survey was held on March 12 2009. The results will be presented again on March 31 2009. These results have been shared with Human Resources and the Campus Climate subcommittee of the Diversity Committee, so that they can be used during planning of campus trainings. The Board of Trustees has also attended a presentation of these results, at which the president's direct reports were present.

- This Coming June, in collaboration with the Five College Training Collaborative, twelve Hampshire employees will be trained in Intergroup Dialogue Facilitation. Intergroup Dialogues have as its main goals:

to develop intergroup understanding by helping individuals explore their own and others' social identities and statuses, and the role of social structures in relationships of privilege and inequality; to foster positive intergroup relationships by developing individuals' empathy and motivation to bridge differences of identities and statuses; and to foster intergroup collaboration for personal and social responsibility toward greater social justice. (Evaluating Intergroup Dialogue: Engaging Diversity for Personal and Social Responsibility, <http://www.diversityweb.org/DiversityDemocracy/vol12no1/nagda.cfm>)

After this summer training, this group of twelve facilitators will lead dialogues on a variety of topics, such as gender, race, religion, and class. Jaime Davila, Special presidential Assistant, has joined the Five College Training Collaborative meetings, and is a member of the Intergroup Dialogue training program since its inception.

- A group of Hampshire faculty have been participating in a program sponsored by the Center for Teaching and Learning, developing capacities with dialogue techniques (but not particularly intergroup dialogues) in the classroom. This work originally started with a series of workshops lead by Professor Ximena Xúñiga, recognized as a leading figure on Intergroup Dialogues. This group of faculty continues to meet during the Spring semester, sharing best practices with regards to dialogues based on their classroom experiences.

- In addition, Hampshire's Public Safety Officers are continuously participating in a number of training sessions, including ethnic and racial sensitivity.

The Special Presidential Assistant, working closely with the newly appointed Dean of Multicultural Education, the Academic Programs subcommittee of the diversity committee and an additional team of faculty members from across the campus, will continue the current analysis of the multiple cultural perspectives requirement. Based on this analysis, a proposal on the best ways to improve the multiple cultural perspectives requirement will be presented to EPC by October 2008.

Review of the multicultural perspective requirement occurred through four key channels. First, the Academic Programs Subcommittee (APC) of the Diversity Committee participated in a retreat in May 2008, where at they discussed the institutional research on diversity and academic progress and retention with Carol Trosset and Jessica Payne. Second, in late Spring 2008, six faculty from across the five schools undertook a review the DIV II files from nearly 100 students completing Division II in Academic Year 2007-2008. The files included the Multiple Cultural Perspectives portion of the Division II contract and the chair's evaluation. Two faculty each reviewed one third of the files. Their report was submitted to the Special Presidential Assistant for Diversity and Multicultural Education, Jaime Davila, in late May 2008 and to the APC in July 2008. Third, members of the APC attended or read notes from the MCP presentations offered at the Cultural Center in the Fall semester by faculty across the five schools. Finally, beginning in September 2008, the APC met monthly to share their research and discuss the multiple sources of data regarding the multiple cultural perspectives provided by Hampshire faculty and administration.

Findings from the faculty group that reviewed Division II files suggest that 85% of students completed Division II with satisfactory evidence of their engagement with the requirement. While this also means that 15% of students' files did not show satisfactory evidence of having meaningfully engaged with the requirement, the reviewing faculty suggested that on the whole, students and faculty made some effort to include the MCP requirement in meaningful ways, but not all made this obvious in the contract statement or evaluation (see appendix A for more detailed findings).

The Academic Programs Committee believes that, overall, the current MCP requirement presents clearly the expectation that students should "present the results of their work in their Division II portfolio, including course work and/or independent research. Students will also describe in their retrospective essay (or elsewhere) the impact those explorations

have on their concentration as a whole. This requirement will be described and evaluated as part of the Division II evaluation.” Rather than change the requirement, the committee believes that we must strive to make faculty expectations for meeting and reflecting on the requirement more consistent and explicit. It appears evident that if the MCP requirement is to be a robust one (beyond taking a class or writing a single paper) faculty must offer courses and advise students in ways that catalyze their reflection on the requirement in relation to their concentration. A review of courses supporting students’ engagement with MCP across the college is currently underway. We intend to have a report on this by June 1, 2009. The remainder of this section includes our recommendations for how to more clearly support students’ substantial engagement with, and reflection upon, the MCP requirement.

The Special Presidential Assistant, working with the Affirmative Action Officer and the Affirmative Action Committee, will study its operations in order to determine the best ways to make its practices and results optimally transparent.

Much of the conversation regarding the above point circled around what was the appropriate level of disclosure, which could allow the community to observe and evaluate progress in faculty hirings, while at the same time not violating any of the confidentiality parameters used during faculty searches. At this time we are concentrating on looking at historical data, and planning on reporting trends across the years. We also plan to systematically collect data on number of applications from minority candidates, number of minorities in the pools of semi-finalists, number of minorities invited to campus, and how many of our offers are accepted or rejected. This data will be aggregated as to not be specific about any particular search, and instead provide patterns across the college. A new automated system being developed in-house and about to be deployed will allow us to automate many aspects of our job search processes, simplifying the collection and analysis of data. By doing so, we will promote transparency in our searches and strengthen our recruitment efforts. We will continue to aggressively seek candidates from a variety of backgrounds and experiences, and consider their contributions to the diversity of our community during the decision making process.

The Special Presidential Assistant, in collaboration with the Hiring and Retention subcommittee of the Diversity Committee, will study and report numbers on the retention of faculty of color and international faculty.

A review of the faculty members in permanent-track positions that have left the campus before retiring in the last ten years reveals that of fourteen such faculty members, nine were faculty of color or international faculty (64%) . In addition, eight of the fourteen were women (57%), obviously with an overlap between both groups.

The reasons for the numbers above are varied, but they point to an worrisome trend. We need to investigate items such as the salaries we can offer faculty of color, spousal hiring

policies, startup funds, and campus climate in order to develop a plan to maintain the faculty of color and international faculty that we do hire in the first place.

In addition, acting as the Affirmative Action Committee, the Hiring and Retention subcommittee will continue to explore ways to apply current faculty hiring procedures to staff searches, as well as best practices for faculty searches.

The Affirmative Action Committee, in collaboration with Human Resources, is currently engaged in a conversation regarding which faculty search practices should be adopted for staff searches, and to which staff searches they should apply. Procedures for faculty searches are included in an appendix.

The Special Presidential Assistant, in collaboration with the Admissions and Financial Aid subcommittee of the Diversity Committee, will identify resources required for achieving diversity in the student population comparable to that of the regions from where Hampshire recruits students, as well as the United States in general.

The Admissions and Financial Aid Subcommittee of the Diversity Committee is currently looking at the question of what can the campus do in order to increase the diversity of the student population, not only in relation to admissions and financial aid. Their report is included as an appendix.

Progress on The Active Anti-Racism Administrative Action Plan will be continuously monitored by the President, the Special Presidential Assistant, and a new subcommittee of the diversity committee to be created for that purpose. At the beginning of each semester this new subcommittee will write a progress report, which will be made available to the Hampshire community. This subcommittee will include at least one student member, one faculty member, and one member of the staff, chosen from within the diversity committee. In addition, a student member from each of SOURCE (Students of Underrepresented Cultures and Ethnicities), ARC (Anti-Racism Collective), and WARF (White Anti-Racist Folks) will be added to this evaluation subcommittee. Each of these three additional members will be selected by their specific constituencies

Selecting student representatives for the evaluation of the action plan proved to be partially unsuccessful. WARF, while it continues to meet as a group, has refocused its mission, taking it away from evaluation of the plan. ARC does not exist as a recognized student group this year. SOURCE elected a representative to the evaluation committee, who is being invited to meetings to discuss the report. The Diversity Committee has advised the SPA that this report should be discussed at an open meeting with members of SOURCE, which is currently being coordinated.

In addition, it is the opinion of the SPA that process on this plan should be evaluated on a yearly basis, as opposed to every semester.

The president's page on the college website will provide a link to the page(s) that will record the status of items in the action plan.

The web page for the Office for Diversity and Multicultural Education, which contains updates on the action plan, can be found at <http://www.hampshire.edu/diversity> . There is also a link to that page on the President's page, at <http://www.hampshire.edu/offices/497.htm>.

3. Dean of the Faculty/Vice President for Academic Affairs

The Dean of the Faculty will recruit a Dean of Multicultural Education to serve within the Dean of Faculty's office, beginning fall 2008.

We started the process towards appointing a new Dean of Multicultural Education last semester by creating a job description and gathering input from different sectors of the community regarding its hopes for the position. We held meetings with students and faculty through several different channels, and incorporated the feedback we received into the job description for the position.. We invited nominations from the faculty, and a final candidate was selected. Once we take into consideration administrative salary increases, hiring of adjunct professors to cover the teaching load released, administrative support, and other similar items necessary in order to efficiently satisfy the job description, the total cost for the creation of the position came to more than \$50,000. In the current climate, and given other hires mentioned here that we were aggressively pursuing, we found that we could not justify this additional expenditure. By making this decision we in no way signal a lack of commitment to the issues this person would engage with, but rather a realization that we needed to choose among competing priorities, and strategize how to achieve our goals. Action items on the job description for this deanship will now be coordinated by the SPA, as outlined in the letter previously sent to the community regarding this matter, included here as an appendix.

As we go forward, all search requests (pre-first-ten-year-contract separations apart) will be submitted to the Dean of Faculty. Meanwhile, the Dean of the Faculty along with the deans and the Academic Programs subcommittee of the Diversity Committee, will jointly arrange to compile a census of offerings in ALANA Studies, Queer Studies, and other cognate fields with an eye not just to meeting current need (which might well grow, depending on the precise way the current multiple cultural perspectives requirement is reconfigured) but to supporting a robust course of study in these important areas, so closely aligned with active anti-racism. A committee of faculty, to be convened by the Dean of Faculty, and on the basis of this study, will recommend whatever prioritization of positions in these areas seems best. The report will be submitted to the Dean of Faculty, who, with the president and in consultation with the Vice President for Finance and

Administration (VPFA)/Treasurer and the school deans, will devise an appropriate process whereby schools could either be allocated search authorizations or be invited to apply for such a search authorization, starting with the hiring cycle that occurs in 2009-10. As always, the Dean of Faculty's decision will be guided by the quality of the Schools' requests as well as overall need.

The study mentioned above was never initiated. The SPA, the Dean of the Faculty, and the Academic program Committee of the Diversity Committee will need to meet in the future and determine how to best approach this question.

The school deans will work with the Special Presidential Assistant, the Dean of Faculty, the new Dean of Multicultural Education, and other professionals to develop plans for each of their schools to embody our institutional commitment to anti-racism. Special attention must be paid to fields or subfields where students report feeling unwelcome. It may well be that it is to these areas that new faculty appointments likely to change climate will be directed.

School-based diversity plans were never initiated in a systematic way. The School of Natural Science has a diversity plan in place, which was started much earlier than the crafting of this plan. This item will receive a high priority during the next academic year.

Admissions must enhance its focus on recruitment of students of color and international students, among others, for many reasons. Specific upgrades will occur within fiscal year 2008-2009, but a broader review of the effectiveness of our recruitment efforts among diverse populations of students will be undertaken. The review will be mandated and organized by the Dean of the Faculty in close collaboration with the Special Presidential Assistant, the Diversity Committee, and its Admissions and Financial Aid.

The Admissions and Financial Aid subcommittee of the Diversity Committee, which includes members from the offices of Admissions and Financial Aid, have developed a number of recommendations, which are included in an appendix.

The college's current financial aid policy provides that if a student's needs do not change, then the package must remain the same over the course of the student's time at the college. The Dean of Faculty and Director of Financial Aid will conduct an audit to determine if this policy is effectively implemented. The results of this audit will be delivered to the Special Presidential Assistant in summer 2008 so that if shortcomings are identified, a plan to remediate them can be developed.

A report from the Financial Aid Office indicates that the above stated policy is being implemented. No deviations from this policy were found. The Director of Financial Aid also reported that audits to verify such compliance have been carried out by an outside auditor long before the administrative action plan was developed.

We are aware that students with aid are more often at risk for holds that can block registration. This is a complex nexus of problems and issues, and the Dean of Faculty,

working with the VPFA, will put together a task force, including students, to carefully study the various elements that contribute to what is a real problem.

While no task force was created to look into this issue, the Finances unit of the college, and in particular the bursar, has successfully put into motion a number of practices designed to ameliorate the problem outlined above. During the Fall semester, as of the second week of the semester, there were only two students being blocked from registering. The Finance and Administration side of the college continues to monitor registration blocks in order to measure the efficacy of its procedures.

The Dean of Faculty and the Director of the Library will, along with either school deans or possibly a newly constituted faculty Library Committee as discussed at the April 2, 2008 faculty meeting, review acquisitions and priorities with school reference librarians, who are responsible for acquisition, inviting requests for appropriately expanded budgets. These will be fast tracked for funding.

School reference librarians, in collaboration with the schools they provide service to, continue to develop plans and priorities for library acquisitions. No Library Committee has been constituted to this point.

The Dean of Faculty and his office will work with the Special Presidential Assistant, as well as students, faculty and relevant staff, in considering whether Columbus Day and Martin Luther King, Jr. Day can be designated for campus-wide teach-ins on racism and imperialism. Especially in the case of Columbus Day, when the campus is already closed and classes are not in session, another date in October may be more appropriate. Programming and funding will be coordinated with the Office for Diversity and Multicultural Education. Depending on the flexibility of calendaring, any such dates are likely to be scheduled first in Academic Year 2009-10, but comparable programming could be in place already in 2008-09.

The Office for Diversity and Multicultural Education developed a series of film screenings and conversations around the topic of modern-day repercussions of the slave trade and colonialism. It was very poorly attended. In addition, Student Services held a number of activities and published an area calendar with MLK-specific activities.

4. Dean of Students

The Dean of Student Services will work closely with the Admissions Office and Residential Life staff to improve communications to newly admitted students with respect to housing preferences

Information regarding the availability of student of color hallways at the dorms was sent to all incoming students, exhorting them to consider that housing option. There were not enough students interested in this option to fill a hall. Housing Operations placed students of color together on a hall, but some of them moved off during the first term there and (although they were advertised) they vacancies could not be filled with students of color.

The Dean of Student Services will work to improve the recruitment of students of color in house internship positions.

When the current action plan was written, Residence Life had already completed the recruitment and hiring process for the fall's intern staff. At that point they had hired 9 students of color or international students, representing 27% of the intern staff. They did some additional hiring for spring semester and in so doing, hired an additional student of color, bringing their total of students of color/international students to 10, or 30%.

Residential Life is currently in the middle of their hiring process for next fall. They have recruited but have not begun interviewing or actual hiring. Their recruitment process is as follows:

- * Call for nominations for interns (an email sent all-campus, as well as personal emails sent to specific advisers/key staff & faculty who work with students of color and other under-represented populations).
- * Personal nominations from all residence life staff, including current interns.
- * All-campus announcement inviting applications for the intern position.
- * Recruitment posters posted in high visibility spots on campus, including posters sent (with a request to post) to select individual offices, focusing on offices that work with under-represented campus populations.
- * This year Residential Life recruited in tandem with the Orientation program, increasing recruitment visibility on campus as well as the number of applications received.
- * Advertising on the Magic Board
- * Info sessions in the dorms, and in each mod residential area. (3 in total)
- * 2 days of tabling in the dining commons
- * 2 days of tabling under the Magic Board

Applications are still being processed so we a final count is not available yet, but already the number of applications received has increased. .

develop a more comprehensive anti-oppression training during intern preparation

Interns went through 8 hours of diversity training on August 20 – 21 2008. The training was presented by Dottie Morris and Wendi West, formerly of the School for International Training. The training was designed to focus of issues of identity and difference. Interns gave unanimously positive feedback at the end of the training, both in terms of process and content. In addition, interns took part -- with orientation leaders -- in an additional 4 hours of anti-bias training once they returned to campus.

Additionally, a 2-hour intern in-service in November of 2008 was a speakers' panel from UMass' Stonewall Center, focusing on issues of gender identity.

offer continued support for permanent identity-based housing;

Our commitment to identity-based housing continues to be strong. Any group of 5-8 students who meet the criteria and request an identity-based location is guaranteed to obtain one by the end of the Mod Lottery process. They will go to the lottery and the final

mod of the appropriate size gets saved for them if they didn't get a mod through the normal process of seniority. If an already established identity-based mod completes an input form and fills its current mod by the week prior to the lottery, that mod continues to exist into the following year. If not, that mod goes into the lottery and the group has a one-year grace period to re-establish the designated mod the next April.

The Dean of Student Services will make recommendations for UMass-Amherst (to which we subcontract health services) university to consider in the hiring process for 2008-2009 and beyond, calling attention to the need for additional professionals with expertise in the needs of students of color, international students, queer students, trans students, and female students. The dean will also explore the expansion of hours of the current staff and advocate for the transfer of Health Services to a central campus location.

While Hampshire College does not hire Health Services personnel, the Dean of Student Services is in continuous conversations with the newly appointed Health Center director regarding the operations of the center. That conversation has included keeping the center open for longer hours, and the importance of having personnel capable of working with a diverse student population. With regards to moving health services to a more central campus location, plans to do so have been postponed for budgetary reasons. Conversations regarding this move will resume during future budgetary cycles.

The Dean of Student Services, in collaboration with the Director of Multicultural and International Student Services and the Associate Dean for Student Development, will identify needs not currently addressed in the present job description and develop a description for a new position. Funding for the position would be a priority in the 2009-2010 budget.

We created a Coordinator of International Student Services position. After a search process carried out during the Summer of 2008, a job offer was made to the top candidate, who decided to not take the job offer. While in the process of reviewing the job description to repost the announcement, we were forced to freeze the position for the remainder of the year in order to provide for a balanced budget during the Spring semester. The position will be reanalyzed in the future to determine the viability of reopening it.

The Dean will move forward with the hiring process for the QCA coordinator.

The positions of Coordinator of the Women Student Services and the QCA coordinator were combined into a new Coordinator of Queer student and Women student Services. Effective July 1 of this year, the position will be occupied by the current director of the Women center.

The Dean of Student Services will work with the Risk Manager, Community Council, and FiCom to assess and improve the group recognition process.

Starting last Fall, in order to eliminate confusion and simplify processes, the student group recognition process was merged with the funding application for FiCom.

The Dean will strongly urge that FiCom triple in AY2008-09 the allocation set aside for SOURCE groups (currently \$4500), and consider the merits of extending such consideration to other groups subtending the Women's Center and the Queer Community Alliance Center:

During the Fall semester, FiCom approved an additional allocation of up to \$9000 for SOURCE groups funding, \$3000 to each of the Cultural Center, the QCA, and the Women's Center.

The Dean of Student Services will build at least 10K increase into the budget, effective 2008-2009, for supporting the Lebrón-Wiggins-Pran Cultural Center, the Women's Center, and the Queer Community Alliance Center.

The total budget for these centers was increased by \$10,000.

Concluding Remarks

This has been a year full of work. Many challenges have been met. Many projects are now in progress, and still some projects need to be initiated. The work of the Diversity Committee, whose members I want to thank once again, has generated important recommendations, which now need to be incorporated into a new plan. This new plan, like the current one, will be widely shared with the community, and will be open to reviewing and improvement on a continuous basis.

Diversity Committee
Academic Programs Subcommittee DRAFT Report
March 30, 2009

Academic Program Subcommittee

Kristen Luschen, Chair
Joel Dansky, staff
Katrina Dewees, student
Brown Kennedy, faculty
Charmaine Mack, student
Natalie Sowell, faculty

I. Introduction:

In this report, we summarize our work since Spring 2008, highlight relevant institutional research, and make recommendations for interventions into the academic program in order to support richer and higher quality academic experiences regarding diversity and critical perspective taking. As charged by the Anti-Racism Action Plan, this report speaks in detail about our findings and recommendations regarding the Multiple Cultural Perspective (MCP) requirement. Since the charge retaining first generation and students of color is a broader goal of the committee, and this charge is strongly related to classroom experiences, we have also felt it necessary to explore multiple opportunities for working toward an anti-racist academic culture. Given the significance of the review of the MCP requirement to our work as a committee, we have not yet been able to adequately review experiences of LGBTQ students in relation to the academic culture, another area of concern mandated by the Action Plan. In the future, sexuality is an area that must be subject to examination as well.

II. Institutional Research on Race and Educational Experiences

Due to their familiarity with institutional research about students' academic experiences, attitudes and achievement, the APC invited Jessie Payne and Carol Trosset to join us at our retreat in May. While the current data suggests that in many ways the academic experiences of students of color are similar to those of their white counterparts, some key issues emerged that have probably shaped students' experiences with the academic culture of the college. Students of color leave Hampshire at the same or lower rates than white students and they tend generally to concentrate in similar areas as do white students. The Qualitative Research Initiative Report on Diversity (Payne, 2008) noted that for the small sample of students of color, "these students conform for the most part to overall patterns of academic experience analyzed in detail in earlier ORI reports on the academic program" (pg). Importantly, existing studies by both Trosset and Payne noted that more consistent advising and attention to writing are areas that would improve the retention and academic experiences of all students.

While it was clear that a good amount of quantitative and qualitative data exists on retention, student satisfaction, and advising generally, we have very little data that helps us understand the experiences of students of color in relation to white students, or if we

do have relevant data, it has not been analyzed in such a way as yet. Also, there has been little attention to socioeconomic class (measured either as from low-income families or first generation college student) or gender as it intersected with race and class in the existing analyses. Despite the gaps in the research, we believe it is quite significant that Hampshire data suggests that our students tend to come from high schools that are characterized by little racial diversity, yet they report they are very invested in and feel prepared to interact with diverse peers. This finding lead us to be cautious when, in the Payne's QRI report on diversity, it reported as also true that "students indicate that their sense of tolerance and open-mindedness is expanded through informal peer interactions, much more so than academically based interactions within and outside of the classroom. We remain concerned that the classroom is an important site both for uncomfortable or adverse experiences for students of color (i.e. places where they experience misunderstanding or even discrimination) and places where important cross cultural learning can take place. This report represents, then, the Academic Programs Committee's effort to address the multiple cultural perspective requirement as charged by the anti racist action plan, and also consider how Hampshire might weave multicultural education throughout its curriculum and secure it with pedagogical approaches that support antiracist education and critical perspective taking.

The academic subcommittee recommends that more qualitative and quantitative research be conducted on the relationship between the social climate of the campus and the academic experiences of students. Specifically, we are interested in knowing more about the classroom experience. (How do students experience the classroom? Does their perception change over the course of their time at Hampshire? What is the role of peer mentoring in students' college experience?) We need to understand students' perceptions of themselves as learners, and the experiences of students of color with regard to navigating Hampshire's academic policies and institutional practices. Further, given the perhaps misplaced confidence of students who have grown up in segregated communities with respect to their ability to engage supportively in diverse interactions, the committee would like to understand how students' understanding of diversity shapes their behaviors and level of engagement with diversity issues and anti-racism at Hampshire.

In addition to learning more about how students of color experience and negotiate the academic program and policies, the committee raised questions about how particular policies and practices effect all students' engagement with diversity. For instance, does the switch from DIV II contract signing from the third to the fourth semester shape students' engagement with diversity issues? A member of the committee hypothesized that the opportunity to file DIV II in the Spring semester has meant there is no clear explanation of what is expected in during the Fall semester and possibly a lack of clear support. This may result in negative consequences--increasing attrition and exacerbating the difficulty struggling students are already experiencing. Additionally all students need the opportunity (and the encouragement of their advisors) to use that transitional third semester to become involved in experiences that will let them experience and reflect on interactional and curricular diversity. The committee notes that Sylvia Hurtado's (Race in the Classroom) talk, presented to the college in Spring 2008, is relevant here. She

argued that incoming students often do not possess the level of skills to critically engage with academic sources or relationships, one example being the ability to think through the perspectives of another, particularly as it relates to what is unfamiliar to them and their pre-college experiences. Indeed, students need to practice critically examining experience – particularly related to diversity, power and oppression- in order to strengthen their skills for more advanced critical engagement in a broad scope of social and academic arenas. More concisely, are we losing an opportunity to strengthen students' critical academic and social capacities to the greatest extent by maintaining the third semester as a fairly unstructured, transitional time? Do we at least need to include advising and recommended classes or experiences that are explicitly multicultural in emphasis and introduce critical issues related to diversity.

Members of the committee were persuaded by the scholarship of Sylvia Hurtado and a multitude of anecdotal evidence of classroom struggles offered at community forums and panels, that some interventions must begin to cultivate pedagogical approaches and an intellectual environment that more directly supports students' engagement with race and diversity regarding issues in the coming academic year, even as more data is collected.

III. Review of the Multiple Cultural Perspectives Requirement

The Active Anti-Racism Administration Action Plan (April 17, 2008) specifically charged APC to review this specific aspect of Hampshire's broader approach to multicultural education and develop suggestions for improving the requirement based on the analysis. This section offers findings from that review and identifies recommendations that address the MCP requirement as well as the broader charge of the committee to support diversity at Hampshire.

Review of the multicultural perspective requirement occurred through four key channels. First, the Academic Programs Subcommittee (APC) of the Diversity Committee participated in a retreat in May 2008, where at they discussed the institutional research on diversity and academic progress and retention with Carol Trosset and Jessica Payne. Second, in late Spring 2008, six faculty from across the five schools undertook a review the DIV II files from nearly 100 students completing Division II in Academic Year 2007-2008. The files included the Multiple Cultural Perspectives portion of the Division II contract and the chair's evaluation. Two faculty each reviewed one third of the files. Their report was submitted to the Special Presidential Assistant for Diversity and Multicultural Education, Jaime Davila, in late May 2008 and to the APC in July 2008. Third, members of the APC attended or read notes from the MCP presentations offered at the Cultural Center in the Fall semester by faculty across the five schools. Finally, beginning in September 2008, the APC met monthly to share their research and discuss the multiple sources of data regarding the multiple cultural perspectives provided by Hampshire faculty and administration.

Findings from the faculty group that reviewed Division II files suggest that 85% of students completed Division II with satisfactory evidence of their engagement with the requirement. While this also means that 15% of students' files did not show satisfactory

evidence of having meaningfully engaged with the requirement, the reviewing faculty suggested that on the whole, students and faculty made some effort to include the MCP requirement in meaningful ways, but not all made this obvious in the contract statement or evaluation (see appendix A for more detailed findings).

The Academic Programs Committee believes that, overall, the current MCP requirement presents clearly the expectation that students should “present the results of their work in their Division II portfolio, including course work and/or independent research. Students will also describe in their retrospective essay (or elsewhere) the impact those explorations have on their concentration as a whole. This requirement will be described and evaluated as part of the Division II evaluation.” Rather than change the requirement, the committee believes that we must strive to make faculty expectations for meeting and reflecting on the requirement more consistent and explicit. It appears evident that if the MCP requirement is to be a robust one (beyond taking a class or writing a single paper) faculty must **offer** courses and advise students in ways that catalyze their reflection on the requirement in relation to their concentration. A review of courses supporting students’ engagement with MCP across the college is currently underway. We intend to have a report on this by June 1, 2009. The remainder of this section includes our recommendations for how to more clearly support students’ substantial engagement with, and reflection upon, the MCP requirement.

A. Faculty Orientation and Professional Development

In order for an actively anti-racist intellectual and pedagogical culture to flourish, the APC believes that professional development to support faculty advising and extend the curriculum offers is essential and should assume a high priority in the budget process. Certainly, new faculty should discuss the MCP requirement in their orientation series, however all faculty could benefit from opportunities to explore their own expectations for MCP and how their courses and pedagogy support a rich engagement with the requirement.

⇒ Guided Discussions:

The APC recommends that the Center for Teaching and Learning and the Special Presidential Assistant for Diversity and Multicultural Education, with faculty input, collaborate to develop sessions in which faculty engage in guided discussion about their expectations and capacity to support the MCP requirement. Further, similar to what the college organized for the new first-year program, we suggest a series of workshops for faculty with regard to anti-oppressive, anti-racist pedagogy. The goal of these discussions and workshops would be to engage faculty in exercises and reflections that encourage them to imagine what multicultural, anti-racist pedagogical practice and academic culture could be at Hampshire. While these discussions would begin at a conceptual level, they must engage faculty in examining and potentially reworking their teaching practices. Some of these sessions should include guest facilitators and/or artists.

⇒ Teaching Fellows/Mentors:

Most professors receive little training in teaching and course development and

therefore teach more or less in the ways in which they were taught. Furthermore, the classroom is a difficult place to learn to teach differently, as faculty often are without peers in a room with 20-28 students who have diverse expectations, but are more or less certain about how a class *should* operate. Attempting to change the rules of the game can be uncomfortable at best, and met with real resistance and a sense of failure at worst. In these isolated environments it is common and understandable that teachers most often revert to prior practice. In order to be effective, research on professional development notes that such opportunities build in explicit learning experiences focusing on theory, modeling, practice, feedback and coaching. While co-teaching is not uncommon, mentoring (observation, feedback, and coaching) is relatively non-existent at Hampshire. We encourage the Special Presidential Assistant on Diversity and Multicultural Education to work with the Center for Teaching and Learning to develop a group of teaching fellows on campus who are invested in developing their capacity to employ anti-racist pedagogy and best teaching practices. Stipends would be necessary to encourage faculty to participate. We expect that faculty would work in teams to enhance their teaching by examining theory and best practice models across disciplines, engage in observation, feedback and coaching. Ideally, the beginning group would agree to mentor a second generation of teaching fellows.

- Summer Grants:
On a cyclical basis (every 2 or 3 years) proposals for summer money for course development and retraining with regard to the MCP requirement should be prioritized.
- Ongoing attention to and support of the MCP requirement at the school and college level is necessary along with clear articulation and understanding of the focused definition of multiculturalism used for the sake of fulfilling the requirement (gender and socioeconomic concerns are currently not included as a part of the MCP requirement unless linked with race in the US or non-Western perspectives.)

B. The MCP Requirement: Preparation

As faculty revise the Division I program, the APC cannot stress strongly enough that engagement with Multiple Cultural Perspectives, particularly the skills of multiple perspective taking, is paramount to catalyze in Division I if we are weave MCP into the curricular fabric of Hampshire. While there are many ways that faculty may choose to build capacity for multiple perspective taking into their division I courses, in the research which she presented to the college last Spring, Sylvia Hurtado noted the success of intergroup dialog experiences, even more so than social science classes, in developing sustained critical perspective taking about race and diversity. She also noted the significant relationship of critical perspective taking to critical thinking more broadly, a key goal of the Hampshire curriculum. Given that Hampshire students join us from largely segregated living and learning environments, the APC strongly recommends that the college and faculty adopt practices and programs that support students' early engagement with exploring and understand multiple perspectives.

This year, the APC has collaborated with the Special Presidential Assistant on Diversity and Multicultural Education to pilot faculty and student intergroup dialogues. While in

their infancy at the College, these programs have been growing in many academic institutions. Intergroup dialogue approaches are used to bring together people from two or more groups with issues of conflict or potential for conflict. Participants enter the process with an awareness that while differences will be identified and explored, they must remain committed to a position of understanding. In this way, intergroup dialogues help people understand and acknowledge intergroup conflict while they also work toward community building.

The APC continues to support this approach to developing faculty and students' capacity to support students' careful attention to multiple perspectives. As noted above, institutional research suggests that many Hampshire students attend high schools and live in communities that are racially segregated, even though students report that they feel competent to explore diversity at college. Yet we also know from students' stories and the President's Office, that acts of racism occur all too regularly. We can add to this, reports from students and faculty that students are reluctant to engage various perspectives in a discussion, that students of color remain silent in class or that white student often will restate comments made by students of color, The APC recommends that we address the Multiple Cultural Perspective Requirement by starting with critical perspective taking and/or intergroup dialogues as an academic issue, a pedagogical issue, beginning with students' first semester at the college. Though we are not suggesting changes in the Division II requirement, the Academic Programs Committee feels that we must do more than support students in the MCP requirement as it is written. In order to help our students become truly competent to live and study among diverse groups of students and faculty, we must cultivate students' engagement with intergroup dialog and multiple cultural perspectives from the moment they enter the college.

In the near future, the committee suggests, that if the tutorial system is maintained, tutorial/ first year courses become key point where discussion of difference and perspective taking are intentionally addressed. We also realize that this will require faculty development for tutorial instructors and we hope the Center for Teaching and Learning will be willing to support this effort. A second possibility might be to offer tutorial teaching assistantships to orientation aides who have been trained in intergroup dialog. A third option to intentionally integrate perspective taking and intergroup dialog into tutorials would be for it to be an aspect of orientation in which students from tutorial session meet on several designated days, during the scheduled tutorial, throughout the semester.

C. MCP Requirement: Process, Production and REFLECTION

The APC recommends that faculty clearly identify that meeting the MCP requirement in Division II is a process lasting the duration of the entire Division II, with appropriate advising check in points and conversations along the way. This requirement is a radical invitation, which should inherently challenge students' assumptions and perspectives and broaden their understandings of the critical issues. Therefore, rather than only studying something outside of one's concentration, the committee encourages faculty to support students engaging the requirement at the point of the student's concentration. For

instance, committees should ask students to explicitly question how knowledge is constructed in their fields of study and write on power/knowledge in a way that they show they are engaging with the assumptions of their field with regard to one of the other two aspects of MCP. The alternative, to simply study a culture or practice that a student is unfamiliar with doesn't necessarily support the student in his/her critical examination of her own field with regard to the MCP. Further, it doesn't necessarily require students to explore their own location as a knowledge producer in a particular field of knowledge and how their knowledge production is related to the MCP.

Working closely with their academic advisors/committees, Hampshire students will formulate questions regarding one or more of the critical issues and strategize tactics they will utilize to explore to these questions. These questions will be included in the preliminary proposal on the Hub and must be included in the Division II contract. Some possible tactics for exploring the MCP include courses, independent study, field study, and community engaged learning. Another suggestion for engagement is a coordinated series of guest speakers, lectures, artists, and alums whose work centers on multiple cultural perspectives. Although many guests visit Hampshire annually, these opportunities have not been represented as a means of considering MCP and have not been collectively coordinated. This tactic would require substantial financial and organizational commitment on the part of the administration, faculty and staff.

Students and their committees will discuss and decide upon appropriate ways in which to document their ongoing engagement with MCP. A reflective essay discussing the specific critical issues examined, the initial questions, tactics for seeking answers, the learning that occurred and addressing how this learning is integrated with the academic focus of the student's concentration will be included in the portfolio. Accompanying documentation (i.e. papers and artwork) will also be submitted in the final portfolio. We recommend that the MCP requirement no longer exist as a separate box at the end of the evaluation on the Hub. Instead, it will be integrated into the Division II contract and evaluation. REFLECTION on MCP is a part of the Div II process and students must show documentation of their reflection and work in their Division II Portfolio. The reflective essay will also be submitted on the Hub, but will not be evaluated separately – it must be addressed in the evaluation of the Division II.

The committee recognizes that not all faculty will be prepared to encourage students to consider questions of knowledge making or art production as related to multiple cultural perspectives. We acknowledge that substantial professional development and faculty support (as noted in section A) will be necessary for a renewed commitment to serious engagement with the MCP requirement. While we seek to strive to make faculty expectations for meeting and reflecting on the requirement clearer and more robust, negotiation between the student and committee regarding the specifics of how the requirement is fulfilled remains a central aspect of the process.

IV. Active Involvement in the Dean of Multicultural Education Search and Selection:

Prior to the decision to suspend the position, the committee provided input and advice to the Dean of Faculty with regard to the relevant responsibilities, search and recruitment of the Dean of Multicultural Education, as stipulated on pg. 6 of the Administrative Action Plan (April 17, 2008),

V. Census of Courses Offering to Support the MCP Requirement:

Page 7 of the Administrative Action Plan (April 17, 2008) stipulated that the committee would “compile a census of offerings in ALANA, Queer Studies and other cognate fields with an eye to beyond meeting current need to support robust study in these fields. “ The APC recognizes the importance of this initiative and is currently working to respond to this charge. We anticipate a report by June 1, 2009.

VI. Enhancing Student Advisement and Peer Coaching

Carol Trossett and Jesse Payne both noted that enhanced academic support would be likely to have a positive impact on retention. Other than the writing and quantitative resource centers, academic support is presumed largely to generate from the faculty and the Center for Academic Support and Advising. The committee suspects this academic support is not adequate for students struggling with writing and math. Further, while the writing center is heavily utilized, more students need its support than the staff can accommodate. The committee would like further research to be conducted on which forms of institutionalized, academic support would be most beneficial to increase retention of students generally. However, the committee would like to understand if some resources (or the absence thereof) differentially effects domestic students of color, international students, and first generation students.

Peer coaching/advising is an area that appears to have great potential. Carol Trossett noted that Hampshire is one of few colleges that does not currently maintain and support an active peer tutoring/coaching program. The committee suspects that students of color who are struggling academically tend to turn to peer groups rather than more established academic supports. We encourage the Special Presidential Assistant for Diversity and Multicultural Education to implement a pilot peer-tutoring program and to conduct the necessary research to establish the extent of its effectiveness.

IN CONCLUSION

While the academic subcommittee needs to collect and analyze additional research, we feel comfortable making these recommendations based on the stories shared with committee members, institutional research results, and relevant education scholarship.

Appendix A

FINDINGS FROM THE FACULTY WORK GROUP ANALYSIS OF THE MULTIPLE CULTURAL PERSPECTIVES REQUIREMENT

The review committee felt that, “On the whole, students and faculty made some effort to include the MCP requirement in meaningful ways, but not all made that obvious in the contract statement or evaluation.” In the opinion of the review committee, 85% of students completed the Division II with satisfactory evidence of their engagement with the requirement. Of course, this also means that the review committee believed that 15% of students’ files did not show satisfactory evidence of having meaningfully engaged with the requirement. When there was confusion about whether the student had demonstrated sufficient evidence to have had satisfied the requirement, the review committee also examined the contract beyond the portion specifically dedicated to the multiple cultural perspectives requirement.

How were students distributed across the various categories of the requirement?

- Forty percent of students engaged with knowledge and power, thirty eight percent engaged with race in the United States, and seventy eight engaged with non-Western perspectives.
- One percent (3 students) engaged only with knowledge and power
- Eleven percent of students engaged with all three categories of the requirement.

In which forms did students engage with the requirement?

- Seventy three percent of students took one or more courses. Forty three percent of students took several courses. Fourteen percent took many courses.
- Forty seven percent of students wrote a paper related to the multiple cultural perspectives
- Six percent of students wrote one or more papers, but did not take a course.
- Nineteen percent of students studied abroad, eleven percent did field study, and twelve percent did an internship.
- Sixty seven percent of students did no internship, no study abroad, and no field study.
- Ten percent of students had an internship, study abroad, or field study with no courses related to multiple cultural perspectives.

Key Concerns

In summary, there were a number of points the work group recommended should be pursued by the academic programs committee.

1. There doesn’t seem to be a consistent understanding among faculty about how to write an effective evaluation of the MCP requirement.
 - Few mention any of the three categories for review.
 - Some just comment that the MCP is embedded into the whole Div II without saying how or at least giving some examples

- Some specifically limit the student to including items to satisfy the MCP requirement that are not used elsewhere in the contract—trying to avoid double dipping and trying to focus on one concrete examples that demonstrates that the student satisfied this requirement.
 - A corollary of this is that we can't use # of courses or # of papers to decide which of these students did more to satisfy the MCP. Some students specifically limited themselves to one paper as an example; others who took many courses and presumably wrote many papers because it was the core of their concentrations, didn't mention (nor did the faculty evaluations) how many courses or papers demonstrated progress in this requirement.
 - In some, the faculty barely said anything, just that the student satisfied the requirement. In some of these cases, the student statement is quite specific and informed and it appears that the student did admirably satisfy the requirement, but one had to read between the lines
 - Sometimes the faculty member acknowledged in the evaluation that the demonstration of a pass of the MCP was minimal
 - Many of the contracts had not been updated at the end, so what the student proposed in the contract "For my MCP I will" has only minimal relation to what the faculty evaluation addresses as being the main point. Perhaps we should ask students and faculty to update the contract so that the student gives a clear rationale about how they satisfied the requirement.
2. In many of the examples the MCP work was related to the concentration but in many it wasn't. Sometimes this has to do with distinctions among disciplines in which the MCP should be and clearly is at the core of the topic of the concentration itself (such as in many SS contracts) and those that traditionally would have little or no reason to address issue embedded in that requirement (math, computer science, some performing arts, etc.). We need to be careful that one discipline isn't set as the standard for all. In fact, some of the most interesting approaches were those in fields like science, theater, video and others in which the connection was clearly a stretch, yet it greatly broadened the students' experiences beyond what they would have done without having this requirement.

This distinction among disciplines is probably most marked in the 3rd goal of the MCP of knowledge and power. This was interpreted broadly (when it was mentioned at all) and included knowledge that could be gained from otherwise unvalued cultures. For instance, a student of agriculture who did a field study in Costa Rica to learn about traditional methods of farming used by CR farmers that involves minimal or no use of pesticides and relies on companion planting or other traditional approaches. Perhaps more emphasis should be placed on the "knowledge" aspect of this relationship, though divorced from the context of power. However, there is a danger that students examine social power structures that exclude certain groups in certain cultures from positions of power and makes it acceptable to only understand how a culture is victimized, rather than understanding the wealth of the knowledge that largely has been ignored in the modern or Western world. If faculty understood more about ways to interpret this requirement, their evaluations would be more informative.

3. On the whole, most students and faculty made some effort to include the MCP requirement in meaningful ways, but not all made that obvious in the contract statement or in the evaluation of that requirement.

Given that faculty are completely across the spectrum from “the MCP is embedded in everything the student did” to “of the many things the student did that addressed the MCP, the one presented as evidence in the portfolio is...,” we need to clarify our guidelines and provide formal introductions to all faculty about the details of the latest statement and of good examples of how to talk about students who completed this requirement through a field study, internship, etc. and how to explain to student when they are writing their contracts what they should be thinking about in terms of presenting evidence of how they addressed it.

Perhaps students who don't submit a particular paper as evidence or even make a statement about it in their contract might have said something important in their retrospectives that demonstrates their growth in MCP. But since TheHub says that a retrospective isn't required, we never see it. Perhaps 2 retrospectives should be required on TheHub. One for the entire Div II and one for the MCP. That would make it necessary for a student to reflect on the requirement and perhaps to understand more deeply how well he or she addressed it.

Diversity Committee

Admissions Subcommittee Report

March 30, 2008

Diversity Admissions and Financial Aid Subcommittee

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I. Introduction

In this report, we briefly examine the history of attracting a diverse student population to Hampshire, detail current effort, and make suggestions for additional efforts. We suggest not only by working to attract students of color, but also first-generation students. Although many first-generation students are White, the disproportionate representation of racial and ethnic minorities within this group merits special consideration.

The charge to the Student Admissions and Financial Aid Subcommittee asks us to examine ways of setting goals for diversity in the student population, to develop outreach plans to achieve those goals, address "the financial requirements to achieve those goals," and "Study and report retention rates across different student populations." This report is a first step toward those objectives. We emphasize recruitment here, but are fully aware that that the relationship between recruitment and retention is reciprocal. Our goal is the creation of a diverse community and to do that, first we must understand the current situation and constraints.

- A. The first mandate of the offices of Admissions and Financial Aid is to recruit and bring to campus the entire entering class—a task that is dependent, especially in these difficult economic times, on the ability of the college to provide sufficiently generous aid packages to enable admitted students to attend. Our ability to attract and fund a class that is diverse economically, as well as ethnically, racially and with respect to life experience, depends on the resources available for financial aid. Therefore this report has a dual focus

on 1) long-term goals that are dependent on substantially raising resources and 2) initiatives that can be begun now even with limited expenditure and enlarged as funding is increased from institutional and grant/donor support. Rather than advocating one approach or initiative, the committee will propose several and then seek ways to have unified conversations with the various stake holders (the faculty of the various schools and programs implicated in these suggestions, the faculty and administration as a whole, concerned student groups, and the staff and Directors of the involved offices) so that we can put our limited resources toward those initiatives that garner most support and will most benefit our goal of achieving a welcoming and diverse college community.

- B. In order to achieve this goal, however, we need to first collectively examine our assumptions about what is sometimes termed “fit.” Who is the student that we want to recruit? Who can benefit from Hampshire and who has gifts to offer that will help build the college? What is at issue in seeking to increase the diversity of the Hampshire community is not just recruitment of ethnic minority students or members of other diverse groups who seem ideal for Hampshire as it presently understands itself, but also a question of how the college might itself adapt or even fundamentally change to serve an even more diverse population. We need to carefully distinguish between those parts of the Hampshire educational experience that we see as central and define as the elements of the college to which any successful student would have to be able to accommodate herself (for example the lack of grades) and the elements we should challenge or change if they are barriers to the participation of some students (for example our lack of clear scaffolding for specific career pathways). To this end the committee has begun to imagine what would happen, for example, if we seriously recruited veterans or graduates of community colleges interested in careers in medicine or environmental science. What additional resources would we need? How would the presence of older, more career-oriented students shape the campus? These are challenging conversations the community needs to have. One challenge in addressing this issue is the fact while we have institutional statistics on racial and ethnic diversity, we have not kept such statistics on the categories of class/first generation in college/disability or veteran status, so that we have to rely on anecdote to track our progress in these areas.
- C. We currently do not have sufficient financial aid dollars to accept all the ALANA students who meet our present acceptance criteria. We will need to determine ways to simultaneously put money and staff time into new recruitment, while continuing to find ways to fund the students that we are already reaching.

II History – Acknowledgements of work-in -progress.

Hampshire programs and data

In making proposals for improved recruitment of students of color, the committee is drawing on efforts already begun in Admissions in the past year of internal discussion and counselor retreats, as well as work by a number of other offices and groups on campus, in particular the Cultural Center, to survey and begin to supplement resources for incoming and admitted minority and international students. The committee has met with and received careful reports from both David Wagner and Kathy Methot, and members of the staff of both offices have generously contributed to the work of this committee. Before summarizing past initiatives, a note on terminology.

In the past, Admissions has used the acronym "ALANA," which stands for "African American, Latino/a American, Asian American, and Native American," as a synonym for "students of color." The Admissions student of color overnight program has been referred to as the "ALANA Overnight program." Biracial and multiracial students have been historically included under the "ALANA" umbrella term, although they might not identify with the title. In Spring 2009, Admissions chose to adopt the more inclusive title, "Multicultural Overnight Program," after dialogue with students and staff. This title is transitional until further creative collaboration with students and Cultural Center liaisons occurs. In this report, we use "ALANA" when discussing data and programs from prior to Spring 2009 at Hampshire or from reports outside the college that use that term. Otherwise, the more inclusive "multicultural students" will be used.

We appreciate the extent to which future work in recruitment and retention of multicultural students builds on the serious efforts by Admissions and Financial Aid over the last decade to more vigorously recruit and increase aid to minority and international students. These include:

- A. Initiatives for students of color, particularly the ALANA overnights. A proposal has been made to make the title of this event more inclusive. Admissions is holding discussions at the Cultural Center for all students to discuss how they would like to see the overnight program improve, and is coordinating with SOURCE groups to create engaging events for our prospective and accepted students to attend. The spring event for accepted students has had very high yield in the last three years (66-76%).
- B. The last three years have seen a fairly steady if gradual increase in recruitment of ALANA students. With a slight decrease in total prospects from 2006 to 2008 (down from 2405 to 2363), there were an increasing number of ALANA applicants (from 441 to 519), and a notable increase in admitted ALANA students (from 238 to 286). Matriculants however did not increase proportionately, that yield declined slightly (72 students matriculated in 2006, 82 in 2007, 77 in 2008.) Note: Obviously for campus diversity retention over four years is as important a factor as admissions. Carol Trosset's data from the entering classes of F00, 01 and 02 show a graduation rate within 5 years for students of color that does not diverge dramatically from those for other students (around 60%) though the small numbers make comparison difficult (The committee does not have graduation rates over the longer period of the last decade).
- C. The report of Financial Aid on funding for ALANA students provides strong evidence both for the aggressive effort of the office to meet the need of this student group and for the potential sensitivity of yield, in terms of matriculated students, to even relatively slight increases in aid. See section IV below.
- D. In the recent past Hampshire has recruited international students as a means of diversifying the student body. Hampshire's percentage of international students is lower than that of our competitors; but international students pose particular challenges for Financial Aid because of their differing eligibility for grants.
 - Hampshire: 3%
 - Sarah Lawrence 5%
 - Middlebury: 5%
 - Reed 7%

Oberlin: 7%
Colgate: 5%
Smith: 9% (includes U.S. territories)

Specific initiatives

- A. Over the past decade the James Baldwin program has recruited and brought to campus students of minority background from educationally underserved communities. The aim of this program is specifically to reach and prepare for admission to college students who can profit from and contribute to Hampshire but who would not have met the usual admissions criteria. Following a successful first, “Baldwin” year, these students are eligible for regular admission to the college with advanced standing. The committee does not have data on numbers of Baldwin students entering the college or completing their degrees. This program has procedures for both Recruitment and Financial Aid that are specific to it (and its data are maintained separate from those of the Admissions Office) and the program is currently undergoing its own review, therefore, we are not addressing those details here.
- B. Community College Partnerships: 1) Under the supervision of the Dean of Faculty Office and with the support and involvement of faculty in the School of Natural Science, an initial Partnership was undertaken with Palm Beach Community College. A first student from Palm Beach is presently attending Hampshire. Ideas developed in the process of exploring this partnership included the possibility of faculty-to-faculty contacts and joint research and the involvement of prospective future students in summer projects here. 2) Continuing these efforts, Special Assistant to the President for Diversity Jaime Davila is exploring contacts with Holyoke Community College and working with HCC. We will suggest a broadening and formalizing of these efforts to strengthen communication with Community College faculty and administrations and build “pipelines” to locate talented students in areas where Hampshire has particular resources to offer.

III. Recommendations –

We divide our recommendations into immediate recommendations and long-term goals. Given our very limited resources, only some of the "immediate" goals can be undertaken at one time. We see it as important to prioritize initiatives, solicit the support of the community and sufficiently fund what we decide to undertake.

A. Immediate Recommendations

1. Clearly, one of the most important things we could do as a college is to **generate more financial aid dollars** in order to accept more multicultural students we see this as a crucial, immediate goal for Institutional Advancement (See Section IV below).

2. The Admissions Office has proposed, in its own internal review, to do **diversity training for Admissions and Financial Aid staff**. This should be a priority for additional funding at the college level.
3. Add or strengthen **admissions and financial aid counselor initiatives**
 - a. Training counselors to identify students who bring to Hampshire "cultural capital," i.e. an interest in multicultural involvement and in engagement with the community would aid recruitment and help create the kind of campus climate that will support our institutional vision and improve retention.
 - b. Each counselor should be asked to create and cultivate two new "pipelines" over the next three years. These may be with schools that have high minority enrollment or programs or organizations in specific cities that have the goal of preparing talented minority students for college. (An example is: Research Assistantships for Minority High School Students [RAHSS] program at the National Science Foundation).
 - c. Continuity in maintaining contacts is both crucial and difficult, given turnover in counselor positions. Good methods for transferring these portfolios are needed, together with sufficient office oversight to supervise these and other initiatives (See V below).
 - d. Ideally, there would be the creation of another, at least halftime, counselor position in the Financial Aid office to further support the above initiatives.
 - e. The conversations between the diversity committee and the Admissions office have been very fruitful and educative on all sides. We recommend the formation of a faculty committee on diversity to the admissions office to maintain these conversations.
4. It is crucial to directly **communicate Hampshire's commitment to multicultural diversity by means of the college web site**. The Admissions office recruits students who enrich Hampshire's multicultural diversity, and who are allies in creating a safe and welcoming community at Hampshire. Our commitment to multicultural diversity should be clearly stated on the website and communicated by both its form and content. We strongly urge improving the web site for attracting a diverse applicant pool. Here we make a few specific suggestions and end with one overarching recommendation.
 - a. Make it clear that the Hampshire experience includes integrating multicultural and community engaged learning experiences. Give examples of students' work.
 - b. In describing what a Hampshire student is, we would do well to ask whether prospective students such things as whether they have experiences in diverse communities, whether they are looking to become part of a diverse community, and whether they bring skills and ideas community involvement. Rather than advertising only for students who see themselves as unique, we should advertise for students who see themselves a part of something larger than themselves.
 - c. Adding a web page entitled "Hampshire's Commitment" that states Hampshire's (specifically, Admissions') commitment to welcoming and recruiting a diverse body of students who represent multifaceted racial, ethnic, class, gender, and sexual identities. (A wording that has been suggested reads: "Hampshire Admissions appreciates its unique role in recruiting multicultural students. We are committed to welcoming and recruiting a diverse body of students who represent multifaceted identities. Furthermore, we understand that we play a crucial role in

creating a campus where multicultural students can coexist. We are committed to maintaining a safe and supportive campus for the Hampshire community.")

- d. We recommend the creation of a web site task force that uses the above suggestions as guides for examining the web site further; this task force should be empowered with writing and implementing new language for the college site.
5. Prioritize in admissions, **ranking of students who bring social capital** to the college. That is, identify students with experience in building and/or participating productively in diverse communities and score these in ranking for admission.
6. Work to **attract multicultural students into the sciences**. African American, Hispanic, and Native American students are overwhelmingly tracked into nonacademic courses in high school. As a result, they may lack the math and science attributes needed to complete academic majors that involve considerable math and science coursework. These students steer themselves, or are steered by others, away from majors in the sciences. We should seek out programs that work to improve the high school math and science proficiency of students of color and develop relationships with the schools, students, and teachers, and program administrators in order to recruit students to Hampshire. In addition, we should explore possible partnerships with the Holyoke and Springfield Public Schools in order to further develop our summer enrichment programs in math and science at Hampshire. In a web search we found, for example, a number of universities with programs that bring minority students into science laboratories for anywhere from a few days to the entire summer. An initiative to bring students of color to the sciences should also include:
 - a. Highlighting our science programs on the web site, and in recruitment.
 - b. Making sure that in our first year program, the sciences and science-related programs are visible.
 - c. Diversity training for faculty in the sciences.
 - d. Identification of key faculty in the sciences to mentor students of color through the programs.
 - e. Adding additional counseling about grant money and financial support to complete projects, internships, and study in the sciences, especially reaching out to students of color through faculty mentors.
 - f. Working with CS and NS faculty to develop RAHSS grants (for example) to begin bringing talented students of color interested in the sciences to campus during their high school careers.
7. **Attract first-generation students**. The priorities of first-generation students, regardless of race, play a role in their college selection and in their likelihood of persisting. First-generation students are likely to be concerned with being well off financially after graduation. For this reason, pre-med/biotechnology and teacher licensure programs might be attractive to first-generation students.
 - a. We should promote our programs and coursework in these disciplines on our website and in admissions visits to high schools with high proportions of students of color or other first-generation students.
 - b. In addition, we should have one or two identified faculty members in such programs that work with students to help them complete their programs.

- c. We should find organizations and networks that support students of color/ first generation students in advancing through college and into graduate school or careers.
 - d. We should promote our programs and coursework in these disciplines on our website and in admissions visits to high schools with high proportions of students of color or other first-generation students.
 - e. In addition, we should have one or two identified faculty members in such programs that work with students to help them complete their programs.
 - f. We should find organizations and networks that support students of color/ first generation students in advancing through college and into graduate school or careers.
8. **Strengthen community college initiatives**, particularly in NS/CS fields and Education. We should identify ways to connect with Holyoke Community College (HCC), and other 2-year institutions to bring students of color (and first generation students) to Hampshire. The faculty at these institutions would be key in identifying students who might thrive at Hampshire. There are ways to build relationships with the students themselves over their 2 years at the community college, e.g. by having shared symposia at the end of a semester where students in similar fields at the 2 institutions present their work to one another.
- a. We should work with faculty develop stronger ties with community college counterparts (e.g., common projects/shared data over the course of a semester).
 - b. We should pursue pipeline programs from HCC and Palm Beach and initiate others. We understand this is tied to financial aid initiatives and perhaps extra support for housing, etc.
9. **Develop a Native American college initiative**. Native American students are the least represented group of students of color at Hampshire. The lack of Native American students and faculty would deter most students who are culturally Native from seriously considering Hampshire. While we shouldn't assume that Native students would want to pursue Native American studies, the absence of Native American-oriented courses is also a barrier to enrolling Native students, as can be issues of geography. However The Five College Native American Studies Certificate program is strong and can be a gateway for Hampshire to recruit Native students. There is interest in Admissions in exploring options for Native American recruitment including the possibility that the Five Colleges may wish to work together to create a Native American recruitment program. As David Wagner and Katie Bryson from Admissions note: "There is a program called, "College Horizons" that is a five-day pre-college workshop for Native Students. The program is staffed by volunteers from various colleges who assist Native students with the college admissions and financial aid process. If Hampshire volunteers to participate in this program, it would add to our visibility among talented Native students." Some scholarship funds are available for Native students from their tribes and from the BIA, however Hampshire's aid contribution would remain significant for these as for most of the groups of students named in these initiatives.

B. Long Term Goals

1. In 2007, 32.2% of all students enrolled in 4-year colleges and university undergraduate programs were designated as ALANA students. 3.4% were non-resident aliens. Private 4-year colleges are only a subset of these institutions. We are in the midst of discussions about how to **determine a goal for percent multicultural students at Hampshire**.
2. We should continue over the long term in **developing pipeline programs** to attract students of color, and, more generally, first generation students. Many of first-generation students are more likely to delay enrollment after high school, or attend 2-year institutions.
3. Crucial for many of our efforts is the long-term commitment to **increasing the funds available for financial aid**. Many of our recommendations for increasing diversity are aimed at students whose choice of educational institutions is heavily influenced by the nature and amount of financial aid awards. As this is a central issue in both short and long-term goals, we devote some specific attention to it in section IV below.
4. **Increasing our international student population** carries the requirement of increases in institutional capacity such as:
 - a. Creating a new position with the admissions office, filled by a seasoned admissions professional to identify key schools around the world and cultivate relationships with their guidance counselors. This would be a long- term process which, in the judgment of the Admissions Office, would cost the college about \$100,000 per year in salaries, publications, travel, mailing, etc. This investment would likely increase our international student population and would, ultimately, bring in additional revenue to the college.
 - b. The Cultural Center would be a primary place for support for an increased international population, requiring additional resources there. Melissa Scheid Frantz would need to be consulted regarding what financial and human resources support she would need to accommodate an increased population of international students and the resulting paperwork for visas and so forth.
 - c. International students also often see college as a means to an end. Engineering, business, accounting are popular areas of study for international students – fields that we do not stress and perhaps do not want to add. However, International students may be drawn to Hampshire’s pre-med opportunities. Our offerings in international relations may also be an attractive area of study.
5. As positions in the admissions and financial aid office are created or vacated, we should **work hard to attract multicultural counselors** to that office.
6. Hampshire has begun to explore **attracting Veterans** as either transfer or entering students. We may participate in the Yellow Ribbon Program, which provides funds for service persons with three years of active duty served since 9/11. The College commits to providing matching funds. The new GI Bill also will provide increased assistance for Veterans. Issues of advisory resources and housing need to be addressed, as does the campus' commitment to this cohort; the committee is supportive of this initiative and of the opportunities for dialogue it could afford.

IV. Impact of Financial Aid on Recruiting and Retaining/ graduating a diverse student body

It is clear that the amount of financial aid the college has to offer and the way that that aid is distributed is the variable that has the most immediate, demonstrable impact on the college's ability to recruit and retain an economically as well as racially diverse student body. (Any efforts to vigorously recruit community college graduates, veterans or to publicize a program for student who are the first in their families to attend college--all recommendations of this report--will be dependent on the financial aid available.) There will always be a trade-off between admitting more students with less need, and fewer students with larger aid packages.

Current data suggests that the most direct way to increase the number of students who identify as being multicultural students would be to dedicate an additional \$250,000 to \$500,000, to provide aid to those students from these constituencies. Though the college does not fully meet need in all cases for all students, it makes every effort to do so for this population of students. In each of the last three years there have been, between 15 and 19 ALANA students who were denied admission despite a reader's ranking that indicated they would do well at Hampshire. Analysis of the 2008 cohort suggests indicates that very high need was the issue in most of these cases. If one assumes a pattern of an 85 to 86% admit rate for ALANA students at a B+ or B ranking, as the data indicates and a 24-32% yield, then the admission of 19 additional students should yield about 5 more students on campus. Increased work with this sub-group of applicants might well also increase yield.

The corollary issue here is the importance for the college of being able to adequately fund a substantial number of students who are from economically disadvantaged and educationally underserved backgrounds independent of race. This is crucial both ethically and for campus climate. All economic classes in the US are racially and ethnically diverse; the converse is also true. The composition of the student body needs to reflect those realities.

Fairness in the award and administration of financial aid is a very sensitive issue on a small campus. Despite student concerns, the committee has seen no indication that the college practices any form of "bait and switch" in its aid packages. The college has a firm policy of not decreasing aid packages once the student matriculates, except in cases where family circumstances change. It also makes every effort to increase aid to meet increased need--a policy that will be difficult to maintain in harsh economic times.

At a point when many colleges around the country are taking extreme action to increase financial aid (NYT March 1) Hampshire needs to make financial aid the top fund-raising priority. Alumni in particular will respond to the evidence that Hampshire has made gains in racial and ethnic diversity that it does not want to lose. They will also respond to a concerted effort to achieve an economically more diverse student body. If we are to reach the point of having, once again as in the 80's empty beds, we will also need to look at the fact that any fellowship dollars entering student bring are a bonus and that this can be a moment when we can think creatively about what groups of student can profit from this education and challenge our community.

Campus Accessibility, Openness to Diversity, and Community Development

Report to the Community on Campus Accessibility Issues

March 27, 2009

Introduction

During the academic year 2007-08, the Diversity Committee formed this subcommittee to address the following:

1. Examine ways to measure openness to diversity; and oversee the implementation of selected measures;
2. Suggest campus activities to improve the campus climate with budget allocations to support such activities; and
3. Recommend priorities in building improvements to allow full access to campus activities for people with differing physical abilities.

In April 2008, as a result of Action Awareness Week, the administration in consultation with student delegates reoriented the charge of this subcommittee to address the following action items:

1. In collaboration with the Dean of Student Services, relevant staff within her office, faculty, students, and other professionals, working on the revision and expansion of the college's existing discrimination and harassment policy, with special but not exclusive attention to racial harassment, so that the expanded policy will appear in the 2008-2009 edition of *Non Satis Non Scire*. The policy will include a clear description of how complaints and grievances are to be handled.
2. To continue its work studying the training and evaluation that each department does in relation to race and diversity, so we can share best practices across the campus.

The subcommittee's work on items 1 and 2, above, are summarized in the March 2009 Administrative Action Plan report.

In addition, part of the ongoing work of the subcommittee has focused on improving openness to diversity through encouraging community-wide dialogue and training on challenging racism and other forms of oppression and the facilitation of intergroup communication, and prioritizing capital improvements to address ongoing barriers for people with physical disabilities on campus. On the latter item, the subcommittee has worked closely with Joel Dansky, the Disability Services Coordinator and a subcommittee member, who engaged the services of an architect expert on accessibility issues for training and consultation to him and two Hampshire students to conduct a comprehensive survey of the campus evaluating areas of noncompliance with the standards set forth in the Americans with Disabilities Act (ADA). The resulting report

and recommendations, together with 27 separate reports on buildings, residential complexes, and paths of travel, is posted on the Disabilities Services page of the CASA intranet: http://www.hampshire.edu/shared_files/CampusAccessibilityReport2008.pdf

The survey and report is comprehensive and covers a range of needed improvements, from major renovations and the construction of new bathroom facilities and paths, to steps that could be accomplished with little or no cost, for example: moving furniture in some offices to accommodate the wider path of a wheelchair; creating a campus map with accessible paths, building entries, elevators etc. clearly marked, and posting signs inside and outside of buildings to help people navigate the campus; and adjusting the pressure on doors and changing out door handles with routine maintenance to ones more easily manipulated. These items point to the need for a greater awareness and commitment to accessibility for people with disabilities at all levels of the college's administration and staff.

This subcommittee as reviewed the work of the 2008 survey team and its final report, and has adopted its findings and recommendations for improvements. Following is a summary of the findings and recommendations of this report.

Campus ADA Survey and Accessibility Report

The Hampshire College ADA Buildings Survey was initiated as an educational project to familiarize students with the problems encountered in attempting to increase accessibility on a college campus largely constructed in the 1970s and 1980s, and consequently faced with retrofitting buildings not designed to serve the needs of individuals with limited mobility. The project was centered on the application of ADA Accessibility Guidelines for Buildings and Facilities (ADAAG) (Department of Justice: Code of Federal Regulations: 28 CFR Part 36, July 1, 1994) to campus facilities and grounds. Although in a few instances the survey followed regulations promulgated by the Commonwealth of Massachusetts Architectural Access Board (MAAB), because they gave greater access, on the advice of the consultant, the survey employed the federal ADA Accessibility Guidelines because they are the most basic, universally employed, and most accessible to the lay person.

In January 2005, the College had obtained a report from Strategic Building Solutions, LLC, entitled "Hampshire College Facilities Conditions Assessment Update." This report provided an inventory of ADA compliance needs of all campus buildings and their estimated costs, but did not identify priorities or strategies for implementation. The 2008 Survey, begun in May and completed in November, took place in the context of two major initiatives that suggested a substantially stronger level of commitment by the College to address accessibility:

1. The Office of Campus Planning drafted a "Capital Facilities Plan 2009-2028" that proposed plans for new construction and major renovations to campus buildings and

infrastructure over a 20-year period. Notably, one of the Plan's basic principles is that "accessibility will be planned in accordance with ADA principles in every renovation and new construction project" (p. 3). In addition, the plan included funding (\$100,000/year adjusted for inflation) allocated to "code compliance & accessibility improvements" in 14 of the 20 years of the Plan (p.5-10).

2. The administration's diversity initiative, among other tasks, charged this subcommittee to "evaluate the campus's physical accessibility and ...[to] recommend priorities in buildings' improvements that might allow full access to campus activities for people with differing physical abilities," as described above.

In response to these initiatives, a second goal of this survey was to provide input, including a set of priorities, for increasing accessibility on campus to both committees as well as to the campus community at large.

Method

Two students were hired to participate in the project, one with an interest and background in design and the other with a particular sensitivity to issues of discrimination and oppression. The student assistants were involved in all aspects of the project including talking to people in various buildings, making observations, taking measurements, simulating the experience of maneuvering in a wheelchair or using a cane for the blind, drafting reports and problem solving. The team had the opportunity to observe and provide input to local architect Erica Gees as she redesigned parts of the Office of Public Safety.

The team contracted with the Institute for Human Centered Design of Boston, MA (formerly Adaptive Environments) for training and consultation. Steve Demos, architect, provided two days of training, demonstrated on-site assessments of campus buildings, and reviewed all reports from the survey.

In the course of the survey, all campus buildings, with a few exceptions, were assessed for ADA compliance, primarily to assess accessibility and identify needs and priorities in relation to students rather than employees, staff or faculty, of the college. Specific emphasis was on access to essential programs and services, paths of travel, entries, clearances for wheelchairs, and bathroom facilities.

Findings

1. Overview: In general, the survey team found many areas of improved access around the campus. There are many more accessible bathroom facilities than originally known, and more potential for creating additional accessible residential spaces than thought. That said, there remain many barriers preventing students with disabilities from full enjoyment of Hampshire's services and facilities. In addition to academic programs and support services, integration into the life of the college also includes access to other

living spaces where much of the social life takes place. Currently, a student visiting a friend in a dormitory or mod (assuming one could enter, given narrow corridors and doorways) would still have to return to their own residence to use bathroom facilities.

2. Campus-wide issues:

- **Although accessible facilities do exist** randomly throughout the campus, participation in the full range of activities of the campus by some is very limited.
- **Essential programs and services** such as the Center for Academic Support and Advising, Student Services, the Quantitative Resource Center, Spiritual Life Center, Women's Center, Community Health Collaborative, and Queer Community Alliance are in inaccessible locations, i.e. on the second floors of buildings with no elevators. An extra burden is placed on students with disabilities to arrange ahead of time for programs they wish to attend or services that they wish to avail themselves of to relocate on a temporary basis.
- **Residential areas** offer very limited choices for students whose physical disabilities make it difficult or impossible to climb stairs. Hampshire College has a housing capacity of slightly over 1,000 beds. Of those, five are designated handicapped accessible; if one needs a roll-in shower, three spaces are available. Full participation in the social life of the campus, e.g. visiting friends in their rooms, is impeded by stairs and narrow doorways and corridors.
- **Health Services**, a critical facility for all students, especially for students with disabilities, is in a relatively remote part of the campus.
- **The Library**, a major facility, is not fully accessible to individuals with disabilities.
- **Wayfinding cues** indicating handicapped accessible facilities are at a minimum on the campus. There is no campus map showing accessible entries, parking, paths of travel, etc. Nor is there any material describing what is available in a building. For example, a person may be able to get into a building but not be able to use the drinking fountain or toilet.
- **Signage** for most offices do not meet ADAAG standards in terms of location relative to the door, height of placement, sans serif lettering and Braille.
- **Door handles** on many doors are round and do not meet ADAAG standards. They are difficult to manipulate by persons with limited manual dexterity.
- **Assistive Listening Devices:** None of the auditoriums (FPH, ASH) are wired for an FM system of amplification for the hard of hearing.
- **Furniture placement** impedes access in many campus buildings.
- **Pressure** required to open many doors exceeds ADAAG maximums.

Problems specific to each building are to be found in separate summaries in the full

report.

3. Code violations: Implementation of ADAAG regulations appears to be inconsistent across campus. As anticipated, the team found numerous minor (and some not so minor) code violations. Problems such as round door knobs, entries to rooms that were too narrow, the excessive amount of pressure required to open a door, insufficient clearance to open doors, countertops that were out of reach, etc. were found in almost every building surveyed. Most common violations were in bathrooms—paper towel holders were too high, faucets that could not be turned on and off by people with limited manual dexterity, etc. Many problems cited could be remedied simply by moving furniture. Others are fairly low cost improvements. Some are more egregious and more expensive to fix, e.g. the placement of the sink in an otherwise well-equipped, accessible bathroom in Prescott 92. Many of the items cited may not have been code violations at the time of installation or construction but nonetheless affect accessibility and usability today.

4. Setting Goals and Priorities: The team was guided by the spirit of the ADA, succinctly stated by the consultant, Steve Demos: “All students must be integrated into all aspects of campus life.” The principle of “program accessibility” is relevant as well: “...‘[P]rogram accessibility,’ i.e., each service, program, or activity conducted by a public entity, must be readily accessible to and usable by individuals with disabilities. This requirement is not a mandate to make all buildings accessible but rather to assure that, in the most integrated setting appropriate, individuals with disabilities can participate in the services, programs, or activities that are provided by the university.”*

* Wodatch, J.L. (1973). Letter to Richard Buchanan. USDOJ 202-PL-232 Text 5-25-93. Priorities listed below reflect the results of this survey as well as comments and observations made by members of the Hampshire community over the past several years. Limited funds necessitate establishing priorities. The team has been mindful of the schedule and priorities set forth in the College’s major planning document, the “Capital Facilities Plan, 2009-2028.” It is anticipated that extensive review and discussion of the full report by various members and committees of the Hampshire community will result in the incorporation of an accessibility plan into the larger document. At present there is no organized body on campus to accomplish that task, nor is there a process that incorporates the perspectives of students with disabilities in the planning process for facilities improvements. A sub-committee of the Campus Planning Committee or an ADA working group would be appropriate bodies to address these tasks.

5. Recommendations and Priorities:

- **Relocate Health Services** to a central location on campus: The team concurred with the “Capital Facilities Plan” (p 71), which designates this project for FY 2010. This is the most urgent major project that would significantly increase accessibility for the largest number of students on campus, especially benefiting those students with limited mobility.

- **Increasing accessibility in the Library:** The “Capital Facilities Plan” (p. 68-9) proposes extensive renovation of the Library in FY 2013 and 2014. The following are essential to rendering the building accessible. More detailed recommendations are found in the full library building report:
 - An integrated main entry through installation of a wheelchair lift; elimination of the chain adjacent to the turnstile;
 - Unrestricted access to the elevators when the library is closed but adjoining facilities are open for student use;
 - Fully accessible bathrooms on at least two of the five floors;
 - Reconfiguration of reference librarians’ space to ensure access;
 - Lowering or raising as appropriate counters and desks to meet ADAAG standards;
 - Reconfiguration of entries to the textbook store and student offices to meet ADAAG standards.
- **Increase the number of housing options for students with disabilities:** Establish as a goal per ADAAG 9.1.2, 20 accessible housing units, and meet that goal by implementing proposed changes in Dakin D-G, Prescott, Greenwich, Enfield and/or construction of a new dormitory as per the “Capital Facilities Plan.” The proposals for increasing accessible residential spaces in Dakin and Prescott take first priority for assessment relative to feasibility and cost. See separate reports for details and text of ADAAG 9.1.2 in “Residences” section.
- **Student services and academic support and advising currently in the Dakin and Merrill Master Houses should be accessible.** The report recommends either chair lifts in the Dakin and Merrill Master House or relocation of the services either to the first floor of their buildings or to other locations on campus. Services in other campus locations such as Greenwich or Enfield should be relocated.
- **Systematically revise and expand signage** in buildings and outside would accomplish two purposes:
 - It would assist people with disabilities to find facilities they need and help them to navigate the campus better.
 - It would convey a welcoming message that the college is aware of and attends to the need for accessibility.
- **Assistive Listening Devices:** Current wireless technology is fairly simple and requires little architectural modification. An ALD system should be purchased.
- **Increase access and navigability by**
 - Paving sidewalks so that no significant path of travel is on campus roads
 - Repairing existing sidewalks and outdoor stairs
 - Producing a campus map that indicates accessible paths of travel, entries, parking etc.

Above all the college must:

- **Raise community awareness** of basic ADA accessibility guidelines. General education would, very likely, help eliminate numerous minor problems such as furniture placement impeding access or purchasing and installing cabinets or countertops slightly higher than ADAAG standards. The survey team found most people in the buildings they visited were open and receptive to this kind of information.
- **Address code violations by:**
 - Generating a “to do” list of items such as adjusting door pressure or replacing round handles with levered or looped handles, to be corrected as part of routine maintenance over the next several years
 - Considering the appointment of an ADA compliance officer.
- **Establish a method of more careful and systematic plan review** during the design phase, construction and at the time of the final punch list of construction and renovation projects to assure not only compliance but also usability.

From: Aaron Berman, Vice President and Dean of Faculty
Jaime Davila, Special Presidential Assistant for Diversity and Multicultural Educational
To: Hampshire College Students, Staff, and Faculty
Subject: Appointments within Dean of Faculty's side of Campus
Date: March 30th, 2009

We would like to update you on developments regarding positions within the Dean of Faculty side of campus. As you are probably aware, the international financial situation has impacted every college and university in the country. At Hampshire, we have been forced to cancel some faculty searches. However, with the help of many people, we have successfully concluded a search in African American Studies. We are glad to report that Chris Tinson will be joining us in a permanent-track basis in that position.. We have also been able to fund and search for a position in poetry which has generated an impressively diverse and talented pool of candidates. I hope that many of you have had the opportunity to meet the candidates who have visited us already..

These positions were of very high priority. We also believe that financial aid is one of the College's highest priorities and we are pleased to inform you that one million dollars has been added to next year's financial aid budget. Thinking strategically, we have identified priorities and at the same time maintained fiscal responsibility. This has led to our deciding not to fill some positions, as you will see below.

We started the process towards appointing a new Dean of Multicultural Education last semester by creating a job description and gathering input from different sectors of the community regarding its hopes for the position. This was one of the items we agreed to work on as part of last May's Active Anti Racist Administrative Action Plan. We held meetings with students and faculty through several different channels, and incorporated the feedback we received into the job description for the position.. We invited nominations from the faculty, and a final candidate was selected. Once we take into consideration administrative salary increases, hiring of adjunct professors to cover the teaching load released, administrative support, and other similar items necessary in order to efficiently satisfy the job description, the total cost for the creation of the position came to more than \$50,000. In the current climate, and given other hires mentioned here that we were aggressively pursuing, we found that we could not justify this additional expenditure. By making this decision we in no way signal a lack of commitment to the issues this position would engage with, but rather a realization that we needed to choose among competing priorities, and strategize how to achieve our goals with limited economic resources.

Because of the importance we assign to the items in the job description for this position, all items identified as part of this deanship will be under the portfolio of the Special Presidential Assistant for Diversity and Multicultural Education, who will seek advice and collaborate with the Dean of Faculty, the Center for Teaching and learning, and the Academic programs subcommittee of the diversity committee on these items. In order to maximize transparency, an outline of those items appears below. When the world financial crisis ends and Hampshire's finances improve, we will revisit the search for a Dean of Multicultural Education.

- Assessment of the Multiple Cultural Perspectives Requirement.
- Organization of faculty development on Race/Diversity Issues in the Classroom
- Active Presence at Cultural Center Activities
- Creation of an Environment of Intellectual Inquiry around multicultural education topics
- Implementing suggestions of Academic Subcommittee of the Diversity Committee
- Serving as liaison to schools in support of a multicultural curriculum.
- Identification of current and future challenges to offering a rich multicultural curriculum and pedagogy.
- Creation of faculty guidelines for supporting MCP requirement and evaluation writing
- Identifying practices to prepare students to engage with diversity, power and privilege in fulfillment of the Community Engaged Learning requirement
- Developing and attending new faculty orientation
- Providing on-going advising support for new faculty
- Providing professional development for tutorial faculty
- Management of intergroup dialogue projects
- Intergroup dialog facilitation
- Hosting monthly faculty advisory committee meetings
- Hosting discussion sessions to identify faculty concerns and needs.
- Seeking out grant opportunities
- Investigating the process of academic and cultural change at peer academic institutions

Attending relevant conferences

We look forward to meeting with members of the community to discuss this and other related issues later this month. With newly hired faculty and several strategic decisions, we move strongly to the future.

Aaron Berman
Vice-President and Dean of Faculty

Jaime Davila
Special Presidential Assistant for Diversity and Multicultural Educational

Hampshire College

Guidelines for Conducting Faculty Searches

2008

THE SEARCH PROCESS SUMMARY

Searches for multi-year regular faculty positions at the College are conducted affirmatively. Committees search for positions that are broadly conceived, vigorously and enthusiastically publicized and equitably carried out.

Affirmative Action Process

The search chair should keep in contact with the School liaison to that search committee and through her/him to the Affirmative Action chair (Madelaine Marquez) throughout this process. Strategies below help ensure a talented, diverse and enthusiastic candidate pool and careful evaluation of any candidate.

- Prepare an **Affirmative Action Search Plan** before advertising any positions that outlines outreach efforts: personal contacts, ad plans, conferences to be attended, meetings that will be attended and any other activity. The plan should be reviewed by the Affirmative Action Officer (AAO) prior to advertising.
- Ensure that the position description is viewed as widely as possible. Personal contact with people who might recommend candidates is important because there are key individuals, especially in large universities, who may be unfamiliar with Hampshire or have an inaccurate picture of the institution.
- The committee should think creatively about ways to network and advertise the position. They should be active in calling and writing colleagues about the position. Sample cover letters should be kept on file in the School office. The Schools should also keep a list of good contact for diverse candidates, a list of funded programs for postdoctoral students that encourage diversity, and significant conferences that may attract a diverse candidate pool.
- Take actions to ensure that all the candidates fully understand Hampshire College are well prepared to present themselves in the best possible way. Equally important is that candidates are treated respectfully throughout the search process. This requires informing the entire school of the process, the particulars about each candidate and the schedule for the visit. It also means talking with the candidates before the visit about the college and the specifics about the visit.
- Involve a prepared, diverse group of students in meaningful ways in the search process.
- Contact the AAO to review AAO plan before candidate visits and again before making an offer.

DETAILS FOR RUNNING AN AFFIRMATIVE ACTION SEARCH

a. Composition and organization of the committee

To ensure that key individuals are fully informed of roles and responsibilities the school dean, administrative assistant, school liaison to the AAC and search chair meet before each search and review process and materials to guide the search committee.

A SEARCH NOTEBOOK kept up to date in the School office should include: a guide to the mission and responsibilities of the committee, affirmative action process and forms, roles and responsibilities (see below), and copies of feedback sheets, criteria used by previous committees, etc. A checklist of activities at each stage of the search should appear at the beginning of the notebook.

Prior to beginning a search the dean and administrative assistant should work with several recent committee chairs to complete this notebook and checklist.

At the start of a search the committee and staff person should go through the checklist to be certain all tasks are assigned to someone. Many tasks are assigned to the administrative assistant, but even experienced committee chairs may be unfamiliar with the protocol details. If each committee member assumes some responsibilities the burdens are reduced and the search will run smoothly. The checklist created at the start of the search is helpful.

The committee meets regularly to review applicant pool oversee all aspects of the search.

Trained, responsible and diverse students on the committee is essential to broad participation and additional assistance for jobs such as arranging student meetings for candidates and ensuring at least one student is present at meals with the candidate. Ideally, a student can assume the responsibility for contacting the director of the Cultural Center and organizing a student meeting with the candidates and/ or a class visit.

In making final candidate selection, call referees for the candidates and if appropriate, the candidates themselves to respond to questions raised through reading of the file or as a result of the visits.

b. Timing of the search

Timing may differ dramatically depending on the discipline. Ideally searches should be completed by the end of the fall semester. Delaying candidate visits may result in preferred candidates having accepted jobs at other institutions. If position can be framed in the previous spring the search can begin without delay in the fall. A search goal may be to make a decision before the end of the term. This requires a tight turn-around time.

Depending on the discipline and other factors, this schedule may prove unrealistic. Each search committee has to determine what is feasible, measuring this against the pressure of other colleges making offers first.

c. Job Description

Streamlining the search process benefits everyone, Job descriptions from previous searches should be consulted in crafting a description that defines the position and indicates something about the academic mission and culture at Hampshire and highlights some of the exciting programs or activities that are happening at the College.

Copies of previous descriptions should be included in the **search notebook**. Samples of language used in previous searches is offered below:

1. Regular Hampshire boilerplate and indication of field,
“**Hampshire College**, an independent, innovating liberal arts institution and member of the Five College consortium, is accepting applications for Assistant Professor of _____ focusing on topics in _____ such as _____
The successful applicant must teach _____ and related courses at the undergraduate level and develop a research program.”
2. To encourage applications from women and men who had demonstrated interest in encouraging all students, particularly those from underserved communities The language that has been used was
“We seek an active participant who will take a leadership role in promoting diversity and inclusion in the field.”
3. To indicate academic culture,
“Hampshire College offers a stimulating and supportive environment for interdisciplinary teaching and research. We emphasize active learning and student-centered classrooms and laboratories, and value faculty whose teaching promotes genuine research at the introductory anymore advanced levels.”
4. Links to information about Hampshire teaching philosophy
“Visit the college web site at <http://www.hampshire.edu> to learn more about Hampshire’s educational philosophy and structure and to guide your application process.

d. Advertising the Position

The discipline(s) should guide searches. Schools advertise in print journals, i.e. in the field, on web sites, and listservs. Candidates are encouraged to complete the voluntary faculty survey forms, including where they learned of the search to help inform advertising in future searches. In addition, when faculty attend professional meetings they should post the position description.

The list of journals and contacts should be edited regularly and kept in the notebook

e. Criteria for rating applicants

Early in the search process (before any files are reviewed, the committee should construct

a list of criteria that to rate and compare the candidates. This provides a guideline for committee review of candidates each is examined for each candidate.

f. Communicating with candidates.

After the advertised job descriptions the search process require effective communication with candidates to present Hampshire College accurately. Candidates can be referred to the Hampshire College web site and/or printed material to gain information to write appropriate course proposals.

Candidate talks are an important part of the interview. The chair should clarify to expectations, audience and other relevant information to the candidate with sufficient anticipation. .

g. Candidate visits

The administrative assistant arranges the candidate visits and sets up schedules for the times to meet with small faculty groups, student groups, administrators, and the committee. The chair should call the AAO before bringing candidates to campus.

A search committee member assumes responsibility for candidate's completed schedule before a candidate visit. This schedule should be distributed to the candidate and to committee members and related personnel prior to the candidate's arrival. Avoid last minute changes, where possible. Chairs are encouraged to have a cell phone number on the schedule in case of an emergency. Calling the candidate after they have arrived at their hotel is an appreciated gesture.

Typically, candidates spends one to one and a half days on campus. Highlights of these visits include visits with faculty, students, School Dean, AAO and Dean of the Faculty: Sample schedule is listed below.

- Dinner on the visit eve. If the candidate arrives the evening before the main visit, he or she should be invited to have dinner with two or three people, including a student.
- Breakfast or coffee meeting with the committee (or however many committee members can be there). This helps orient the candidate for the intensive first day and it provides a relatively casual opportunity to get a feel for one another.
- Tour of building and program spaces. A general introduction to the building, quad and classroom, lab and/or other spaces
- One-hour talk given at a time that works for the School.
- End of day or evening student reception. This both fills in time between formal meetings and dinner or after dinner and gives faculty and students who aren't on the committee an opportunity with the candidate. This event could be hosted at the cultural center.
- Meeting the Dean of Faculty et. al.
- Dinner with the committee at the end of the first day.
- Campus tour/Town tour. If time is limited, even a short drive around the campus is helpful, pointing out other facilities. Seeing town is also a good idea.

- A half hour meeting with the Affirmative Action Officer at the end of the visit.

While intense and labor intensive, a schedule similar to the one outlined effectively utilizes the times available, communicating to candidates the seriousness with which the visit is taken by the Hampshire community.

h. Gathering and using feedback

Feedback must speak to issues that are RELEVANT to the particular search. A school may want to develop a standard feedback form which has space for modifications.