

Report of the 2006 Human Relations Committee



Presented to Ronald D. Liebowitz, President
Middlebury College

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Acknowledgements

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We also express our sincere thanks to Arlinda Wickland, Chair of the 1999 Human Relations Committee, and to the membership of that committee, as well as to the *ad hoc* Staff Committee on Diversity, the 2000 Diversity Advisory Board, and the 1997 Task Force on the Status of Women at Middlebury, for urging Middlebury College toward a more diverse, multicultural, and welcoming community.

We dedicate this report to all who open our community to the challenge and beauty of difference.

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Introduction

For those who prefer to go directly to our recommendations, we have included them without commentary in Appendix A. They are also included in the narrative of this report.

In September, 2005, President Liebowitz assembled the *ad hoc* 2005-06 Human Relations Committee (2006 HRC) to evaluate the current climate of diversity on campus across all sectors of the College, with particular focus on concerns expressed in the spring of 2005 (see Appendix C). We were asked to use the 1999 HRC Report as a point of reference. We were also asked to consider in our work the reports of the 2005 *ad hoc* Staff Committee on Diversity and the 1997 Task Force on the Status of Women.

Concurrent with the work of the HRC, the College engaged in the development of a comprehensive strategic plan during the academic years 2005 and 2006. That plan had not been finalized as we completed this report. However, a major draft of the strategic plan, titled *Knowledge Without Boundaries: The Middlebury College Strategic Plan* was released on January 31, 2006. Aspects of that plan are relevant to the work of the HRC, and speak to the College's aspirations regarding campus diversity.

For example, the College's mission statement was under revision as part of the strategic planning process. As revised, the statement includes language that supports diversity as fundamental to the mission of the College. Indeed, the first sentence of the "Proposed new Mission Statement" reads: "At Middlebury College we challenge students to participate in a vibrant and diverse academic community" (p. 9). The strategic planning draft document states: "Our first strategic goal is to attract an ever-stronger and more diverse student body to Middlebury.... A diverse student body broadens the horizons of each student to include perspectives, attitudes, cultures, personal circumstances, and histories different from one's own, and thereby contributes to the learning of all students" (p. 6). In fact, the January 2006 draft of the strategic plan contains over 20 substantive references to the importance of a diverse faculty, staff and student body, including 6 specific recommendations related to diversity:

- #6: Increase the grant component in our aid packages.
- #7: Increase the socio-economic diversity of the student body.
- #8: Increase enrollment of students of color.
- #9: Maintain our strong international enrollment.
- #31: Expand and support diversity in the staff and faculty.
- #74: Work towards universal access and ADA compliance.

(see *Strategic Plan Draft, January 31, 2006*)

Such statements clearly establish diversity and inclusiveness as fundamental to the self-identity of our community, both in practice and in aspiration. The proposed Mission Statement and these recommendations by the strategic planning committee commit the College to seek, welcome and support people from across the nation and around the world who embody the particularity of human diversity. The 2006 HRC applauds this broad commitment, and encourages every sector of the College and all members of the College community to fully incorporate and intentionally

reflect this commitment in day-to-day life and work. In the report below, we provide concrete suggestions on ways to bring the commitments and aspirations listed by the strategic planning committee into reality on our campus.

Assessment Process

In the development of this report, we sought to assess and respond as comprehensively as possible to the charge given by President Liebowitz. From October 2005 to March 2006 the full committee and its constituent task forces met over 30 times. The committee interviewed a variety of groups on campus and reviewed institutional data. We also attended diversity-oriented events sponsored by other groups.

Focus groups and interviews were held with staff members from Dining Services, Custodial Services, Public Safety, Library and Information Services, and Facilities Services. The SGA Diversity task force, which graciously shared data with us, held two focus groups that included members of College Republicans, College Democrats, InterVarsity Christian Fellowship, Hillel, the Football team, a pro-life student group, Middlebury Open Queer Alliance, and African American Alliance. Our student task force also met with PALANA residents. The Gay and Lesbian Employees At Middlebury (GLEAM) were represented in at least two focus groups. Meetings were held with the President of the College, with faculty Commons Heads, with Commons Deans, and with members of Student Affairs.

Members of our committee also met with the chair of the 1999 HRC, the Dean for Institutional Diversity, the Dean of the Faculty, the Dean of the Language Schools and Schools Abroad, the Dean of Student Affairs, the Director of Public Safety, the Director of the College Museum, the coordinator of the American Disabilities Act office, staff located in the PALANA Intercultural Center, and the Director of the Center for Campus Activities and Leadership. Members of our committee attended a Deliberative Dialogue Forum on Racial and Ethnic Tensions and a panel discussion, “Confronting the ‘D’ (for Diversity) Word” sponsored by Wonnacott Commons and Women’s and Gender Studies.

We held two open meetings with invitations to all members of the College community; students, staff and faculty attended these open forums. Members of our committee also engaged in conversations with individual students, staff, and faculty about many of the important issues listed in this report. Finally, the HRC provided a web site and response form that allowed any community member to make comments or recommendations anonymously.

In many of these forums, meetings, and interviews, particularly those sponsored by the HRC, we were guided in our discussions by three central issues/questions:

1. If Middlebury College had a healthy, dynamic, positive “climate of diversity,” how would we know? What would it look and feel like? What would count as evidence of a positive climate of diversity here?
2. In your experience, how or in what ways does the College appropriately support diversity now? Can you give concrete examples?
3. Where and how are we failing? What would count as improvements with respect to these failings?

There are limits to the approach we took. In particular, we did not attempt to survey the campus using any of a number of possible assessment instruments. Though the results of such

instruments can be quite informative, and may be used profitably in the future, they may also be uninterruptible or misleading with small sample sizes. Rather, we chose to use open forums, focus groups, discussions and interviews, and available institutional data as primary sources of information.

There is one glaring omission in this report. In the time frame available we were unable to accomplish a full or even systematic review of concerns relevant to the status of women on campus. Some data on gender issues is provided, but we encourage President Liebowitz to mandate this assignment to a new committee as soon as possible.

A discussion of our findings and recommendations follows. The thirty-five recommendations in this report are a product of many hours of study, discussion, debate, and compromise. They reflect the broad consensus of the 2006 HRC. However, in fairness to Committee members, readers should not infer that every member fully endorsed every recommendation as written.

Findings and Recommendations

Definition of Diversity

A diverse college community includes individuals from historically underrepresented populations, various socioeconomic backgrounds, and with a multitude of ideas, attitudes, behaviors and beliefs. Defining diversity, however, is complex. No definition should be static; rather, a community's concept of diversity should be open to revision in response to changing campus demographics, new insights, experiences and perspectives.

The 1999 HRC defined diversity along the following dimensions: race, ethnicity, gender, sexual orientation, religious beliefs, difference in abilities, age, socioeconomic status, and nationality.

In our charge, President Liebowitz asked us to explore possible changes in this definition:

Should the definition be revised to reflect changes in campus culture and higher education? *For example, should it incorporate intellectual diversity or even diversity of political views as some observers from off campus have suggested?* (italics in the original).

This question received considerable attention and debate in *The Chronicle of Higher Education* and in other publications related to higher education in recent years. In response, the *American Council on Education* (ACE) and 29 other higher education organizations released a statement on intellectual pluralism and academic freedom entitled "Statement on Academic Rights and Responsibilities" (See Appendix F).

We encourage the College to endorse the ACE statement, with particular attention to the following paragraph: "Colleges and universities should welcome intellectual pluralism and the free exchange of ideas. Such a commitment will inevitably encourage debate over complex and difficult issues about which individuals will disagree. Such discussions should be held in an environment characterized by openness, tolerance and civility."

However, we are hesitant to recommend changes in our working definition of diversity at this time. Because such a change may have unintended consequences with respect to other College policies (e.g., the harassment policy, hiring policies, policies concerning invited speakers, and policies concerning course content and academic freedom more generally) we encourage further reflection and review during the next few years regarding the definition of diversity.

Thus, we support the continued use of the 1999 HRC definition.

We also remind the College community that those who hold a variety of political or intellectual ideas on campus are entitled to the expression and open debate of those ideas, and must not be subjected to intimidation or harassment.

Climate of Diversity

The climate of diversity at Middlebury College is, across the long term, improving. However, year to year, periodic and painful disturbances remind us that these improvements are fragile and must not be taken for granted.

Clearly, the 1999 HRC recommendations led to improved structures, policies and attitudes regarding diversity on campus. In a variety of discussions with our committee, community members identified specific examples of improvement (e.g., the frequency and quality of public lectures and performances by people from diverse backgrounds has increased; the proportion of some underrepresented groups on campus has increased; the symbolic, free-standing MOQA closet on McCullough Beach has been respected for the last few years). The College's decisions to participate in the POSSE program and in the United World College initiative have led to an academically strong and increasingly diverse student body.

However, community members also identified specific problems that undermine and diminish a positive climate of diversity on campus. These problems, and recommendations to address them, compose the remainder of this report.

Demographic Profile of the Campus: Race, Ethnicity, Gender, and Socioeconomic Status

One important (but certainly not the only) measure of progress with respect to institutional diversity is demographic. How many faculty, staff, and students from underrepresented groups are part of our community, and how have those numbers changed over time? Though these questions are obvious and straightforward, the answers are difficult to establish and open to interpretation. For example, the College obtains ethnic and racial information from staff and students by self-report, and the College collects such data on faculty informally. However, the College does not systematically collect any data on sexual orientation or differences in abilities or religious orientation (in fact, inquiring about such issues is often limited by state and federal law).

Nevertheless, the data we do have is instructive, and where available is listed below.

What does Middlebury College “look like”? If a prospective student or employee walks across the campus, how much racial, ethnic and gender diversity would he or she encounter? As it turns out, the answer is that one would encounter about the same level of racial and ethnic diversity as he or she would encounter walking across the United States. Of the approximately 3688 students, staff, and faculty who live and/or work on this campus, approximately 76.2% are domestic Caucasians (non-Hispanic)¹. According to the 2000 Census, Caucasians make up about 75.1% of the U.S. population. On campus, approximately 51.9% of people are female. In the U.S., 50.9% of the population is female.

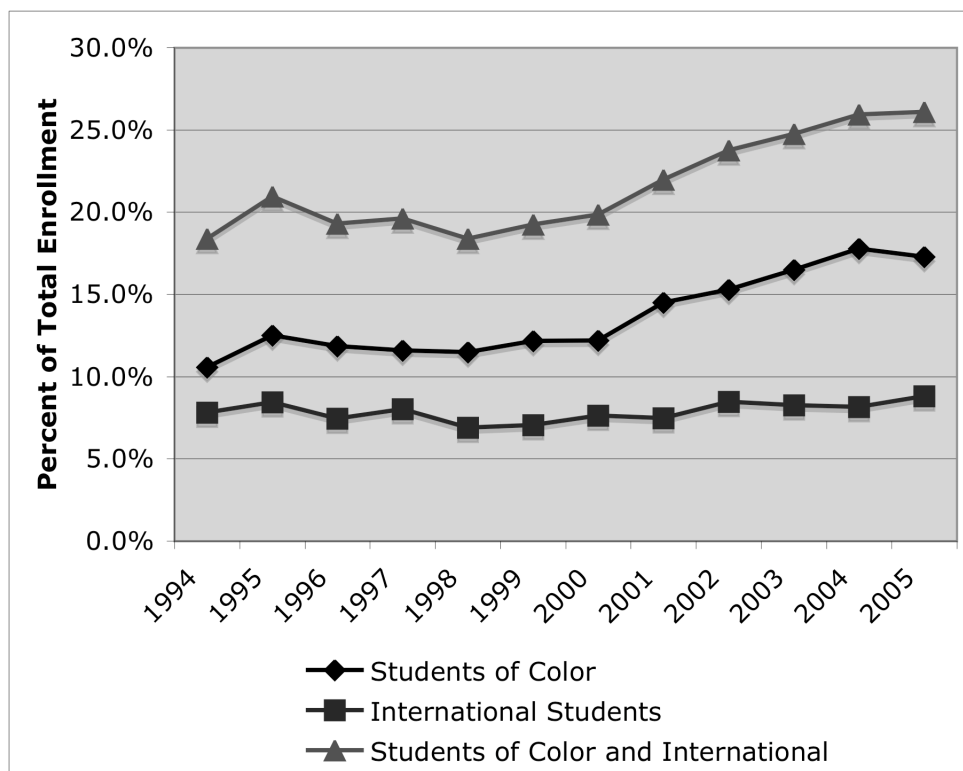
¹ Though all racial/ethnic terms are problematic, for ease of reading in this report, we use the term “Caucasian” to refer to people who self-identify as white (non-Hispanic, non-international).

In one sense, this is refreshing; our historically white campus is becoming incrementally more ethnically and racially diverse, as additional statistics sighted below demonstrate. But such statistics are also misleading. Because we are a small campus, the actual number of some ethnic and racial groups is quite small. For example, in the fall of 2005, our on-campus student body included only 66 African Americans (2.7% of 2455 students). These students are clearly underrepresented, yet are called on to “represent” African Americans on multiple committees, clubs and student organizations. At times, each of these 66 students is the only African American in each of his or her classes.

Students: Race and Ethnicity

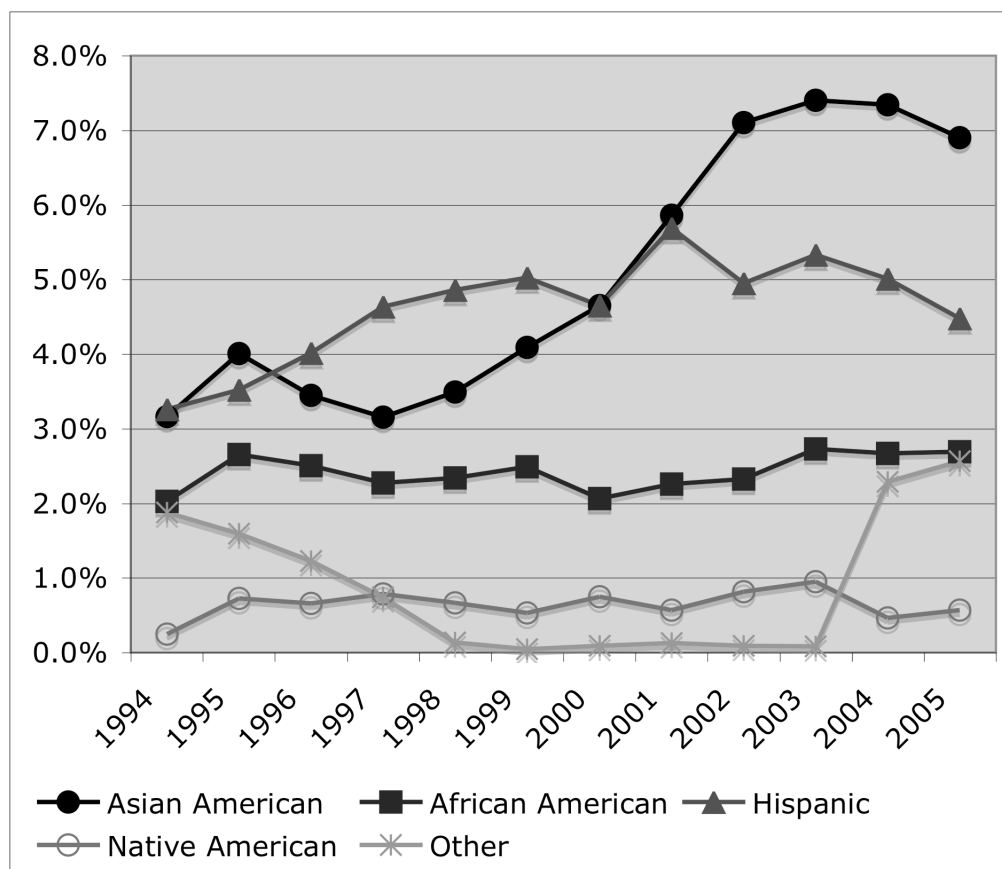
Figure 1 illustrates trends in the enrollment of students of color (domestic Asian American, African American, Hispanic, Native American and Other students) and international students. In 1994, 10.6% of our on-campus student body were domestic students of color; in 2005 that number rose to 17.3%. During that same period, the percent of international students also rose, from 7.8% to 8.8%. Correspondingly, the number of Caucasian students fell 9.2 %, from 77.5% to 68.3% (for comparison, 75.1% of United States residents are Caucasian, according the 2000 U.S. Census Bureau).

Figure 1: Middlebury College Undergraduate Enrollment of Domestic Students of Color and International Students



Thus, the College has made some improvements here. However, as Figure 2 illustrates, these trends are not consistent across ethnic and racial groups. Rather, some racial or ethnic groups are growing relative to the total size of the student body, and others are nearly stagnant. For example, though the percentage of Asian Americans on campus increased from 3.2% to 6.9% of the student body, the percentage of Hispanic students increased more modestly, from 3.3% to 4.5%. Even smaller gains were made for African American students (from 2.0% to 2.7%), and Native Americans (0.2% to 0.6%). In addition, recent data for both Asian American and Hispanic students suggest enrollment decreases over the last few years. These discrepancies suggest areas for greater focus and outreach by our community.

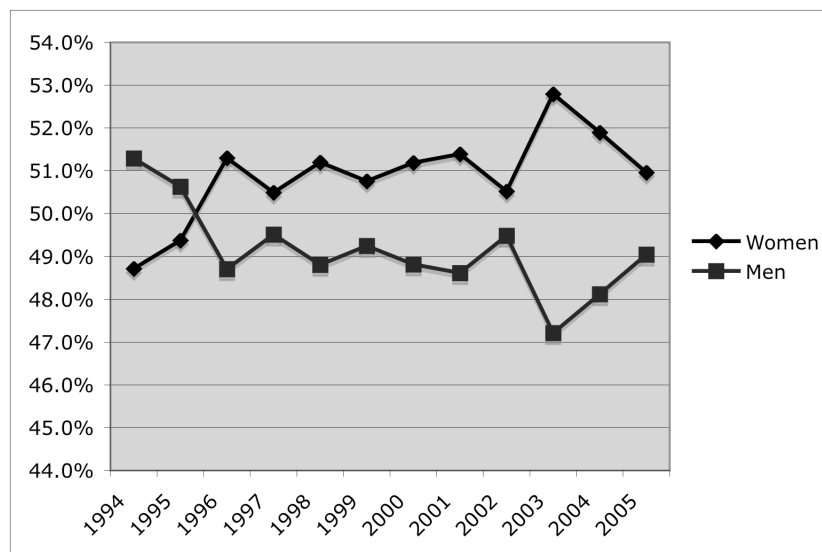
Figure 2: Middlebury College Undergraduate Enrollment of Students of Color



Students: Gender

In 1994, just under 49% of the student body was female (Figure 3). By 2003, the number of undergraduate women had increased to almost 53%. That trend has reversed in recent years. In 2005, 51% of students were female, and 49% male.

Figure 3: Middlebury College Undergraduate Enrollment by Gender

*Students: Socioeconomic Status, Family, and Financial Resources*

Increasing the grant component of financial aid is a recommendation in the January 2006 draft document of the Middlebury College strategic plan. We applaud and support this recommendation. The cost of attending Middlebury College is high, and these costs hit students of color disproportionately. In the class entering in the fall of 2005, 45% of Caucasian students expected to acquire loans while at Middlebury, but 68% of students of color expected to take on such debt.

In addition, many of our students come from families with few financial resources. In total, 46 entering first year students in 2005, or just over 10% of the class, came from families that make less than \$50,000 per year. Among students of color, 29% fell in this category. For such students, the costs of attending performances or events on or off campus can be prohibitive. Again, we applaud efforts to bring students with limited financial resources to campus, but we are also aware that this places such students at some disadvantage once they arrive.

In conversations with the Center for Campus Activities and Leadership, we were informed that costs for bands and student activities have been kept very low for many years. We encourage a continuation of this practice. All students on campus should have reasonable access to all sporting and social events.

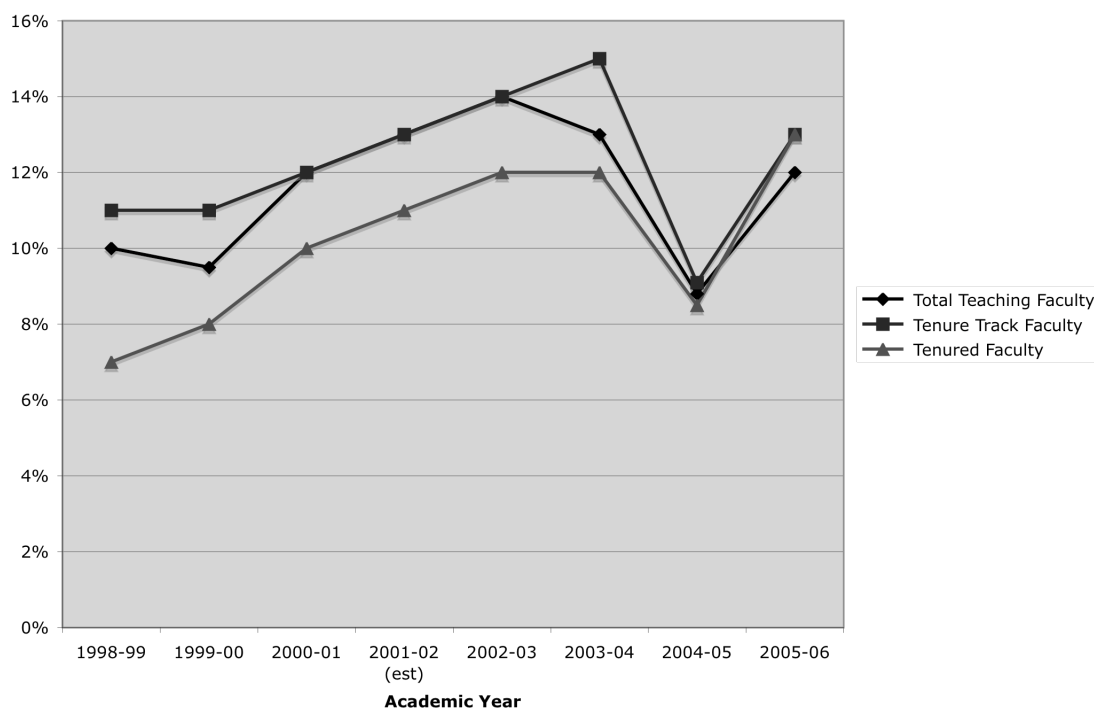
The faculty is also encouraged to keep costs in mind when choosing textbooks; often, recent, older editions of a textbook are far less expensive than new editions, with minimal loss in content. The bookstore's buy-back policy, which allows students to buy and sell used textbooks,

also cuts costs dramatically. We encourage an exploration of additional methods to help ease these types of financial burdens for students with limited financial means.

Faculty: Race and Ethnicity

As shown in Figure 4, tenured faculty of color, as a percent of total teaching faculty, grew from 7% to 13% between 1998 and 2005 (all categories dipped in 2004-05). The total teaching faculty of color as a proportion of total faculty also grew, from 10% in 1998 to 13% in 2005. However, in 2002, faculty of color reached a peak of 14% (by 2003 tenured faculty of color grew to 15%), and then fluctuated. Though these figures reflect gains, the gains are small and appear unstable.

Figure 4: Faculty of Color as Percent of Total Faculty in each Category (EEOC definitions of African American, Asian, Hispanic, and Native American)



Note: data for 2001-02 are missing; the data point for that year reflects trends only

Faculty: Gender

Since 1998, the percentage of males and females on the faculty has remained nearly constant. In 1998, 39% of the faculty were women, and in 2005, 40% were women. However, small gains among tenured women faculty did occur over these years. In 1998, 7% of tenured faculty were women. By 2005, that number had climbed to 13%. We urge a committee on the status of women to examine this issue.

Staff: Race and Ethnicity

The majority of staff at Middlebury College are drawn from Addison and surrounding counties in Vermont and New York. Vermont is one of the least racially diverse states in the USA, and

this racial/ethnic homogeneity is reflected in employee demographics at the College (see Table 1 below). However, as can be seen, the College staff reflects slightly more ethnic and racial diversity than the State of Vermont as a whole.

Staff of color are more likely to be found among salaried (exempt) employees. In fact, in 2004, just over 86% of non-Caucasian staff were salaried (exempt), and these employees were more likely to be drawn from national or regional applicant pools. Only 13% of non-Caucasian staff were hourly (non-exempt) employees. In all likelihood, increasing the racial and ethnic diversity of the staff will require attention to those positions (typically salaried) where candidates are drawn from beyond Vermont.

Table 1: Staff Employee Status by Racial and Ethnic Group

Staff Race & Ethnicity	College*	Vermont**	USA**
Caucasian persons	93.05%	96.8%	75.1%
Black or African American persons	0.54	0.5	12.3
American Indian and Alaska Native persons	0.10	0.4	0.9
Asian persons	0.76	0.9	3.6
Native Hawaiian and Other Pacific Islander	0.00	0.0	0.1
Persons reporting other race or not reporting	5.50	0.2	5.5
Persons reporting two or more races	0.00	1.2	2.4
Persons of Hispanic or Latino origin	0.20	0.9	12.5

*2004 data **2000 data (US Census Bureau)

Staff: Gender

The majority of College staff are women (58%). Men and women are equally divided among exempt and nonexempt status. However, some divisions of the college are predominately men (Facilities Services) and some women (Custodial and Dining). These gender differences appear to reflect differences in interests and skills rather than any systematic bias.

The Office of Institutional Diversity

President Liebowitz asked the 2006 HRC to evaluate the contributions of the Office of Institutional Diversity, established in 2000, and to comment on its future role on campus. In both open meetings and forums we heard substantial support for the work of the OID, particularly among underrepresented students and staff who had extensive contact with this office. If there was a complaint about the OID office as currently structured, it was that the office was spread too thin, and burdened by too many responsibilities.

In fact, the current mission, structure and staffing of the office collapses two different positions envisioned by the 1999 HRC (see Appendix B). While we commend the College Administration

for the establishment of the OID in 2000, we also agree with the 1999 HRC that staffing needs for the advancement of diversity on campus exceeds a single individual or office. Thus, our recommendations below build on the work of 1999 HRC and split the duties of the current OID into two central offices. These recommendations only marginally increase staffing needs beyond current levels.

Recommendation #1: Redefine the Office of Institutional Diversity as follows:

Position Title: Dean of Institutional Diversity

Reports to: The President

The objectives of this position would be:

Diversify faculty and staff - Collaborate with academic departments and Human Resources to create diversity recruitment plans for faculty and staff that address advertising, networking, recruitment outreach activities and other techniques for increasing and retaining the number of candidates from underrepresented groups.

Policy Development – Advise the President, senior administration, and all levels of institutional leadership on diversity issues. Function as subject matter expert on institutional diversity policy related to all aspects of governance and administration, including crisis management.

Diversity Leadership - Champion diversity issues in institutional planning initiatives and strategic planning. Develop and foster relationships with external resources on diversity, bringing ideas and perspectives from beyond Middlebury College and the surrounding community.

Student Support – Work with Commons teams and student affairs staff to develop programs and strategies for supporting our increasingly diverse student body.

Diversity Accountability – Create, maintain and monitor progress towards diversity goals. Develop or identify mechanisms, including valid and reliable surveys, for ongoing assessment of diversity issues, in collaboration with College and external resources. Partner with Human Resources on diversity training for faculty and staff, advise on needs assessment, content and delivery issues. Generate an annual Diversity Report, highlighting activities and outcomes in support of faculty staff, and student diversity.

PALANA Intercultural Center

President Liebowitz asked us to explore the role of PALANA and the Intercultural Center in Carr Hall with respect to diversity on campus. For students, these organizations provide both a community of support as well as a place to gather for social activities and for informal lectures and other events. However, students reported that PALANA's mission on campus lacks focus. Currently, the Office of the Dean of the College promotes programming in association with PALANA and the Intercultural Center, but there is limited coordination among other campus organizations that support multicultural programming (Chellis House, the Scott Center, the Rohatyn Center), and there is limited academic oversight of diversity in the curriculum.

Indeed, both students and faculty who participated in our open meetings and focus groups called for an increase in diversity in the curriculum. There are many routes to the broadening of an

academic curriculum, and no necessarily best procedure. We identify three specific possibilities, listed below as Recommendations 2, 7 and 8.

The first approach supports the general goal of the College to more fully integrate the social life and the academic life on campus. This recommendation thus restructures and formally links PALANA and the Intercultural Center in order to strengthen their combined missions, increase their academic flavor, and enhance their social support for students.

Recommendation #2: Establish the PALANA Intercultural Center, with the following staffing and responsibilities²:

- a. Position Title: Director w/Academic Appointment

Reports to: Dean of Faculty

Responsibilities: Design/implement academic programs related to diversity into the curriculum.

Office in Carr Hall

Together, the Director and Associate Director would be responsible for diversity programming, with an intellectual and cultural focus. They would also create a council of student group leaders and meet with them regularly to coordinate and support various program initiatives on campus. In addition, we encourage the director to work closely with representatives from other diversity oriented centers on campus, such as Chellis House for Women's and Gender Studies, the Scott Center for Spiritual and Religious Life, and the Rohatyn Center for International Studies.

- b. Position Title: Associate Director/Program Coordinator

Reports to: Director

Duties: liaison and support for cultural organizations.

Office in Carr Hall.

- c. Position Title: Student Administrative Assistant (paid)

Reports to the Director, via the Associate Director

Duties: assist Associate Director in liaison to cultural organizations.

20 hours per week.

Residence in Carr Hall.

- d. Position Title: PALANA Student Scholars.

A mix of upper level students who are either doing (300, 500, or 700-level) independent research related to diversity or are actively involved in cultural student organizations. These students will serve on the PALANA programming council.

Residence in Carr Hall.

² This recommendation relies heavily on an earlier proposal by Prof. Bill Hart and others.

Response to Critical Incidents

During the last year the campus experienced several incidents with racial or religious overtones that raised substantial tension and concern on campus. In some of these situations Public Safety and other College officials investigated the incidents, and students were subsequently referred to the Community Judicial Board. However, concerns about confidentiality prevented accurate information from public distribution, and many in the community complained of the perception of, or actual inaction by, College officials.

The appropriate response to such incidents is complex. On the one hand, the College is a small community, word travels fast, and people want and expect to be kept informed of critical events on campus. In addition, information is easily distorted in the absence of official notices. On the other hand, College officials do not want to exacerbate situations by sharing partial and unsubstantiated information (which is sometimes confidential) during the course of an investigation or in response to an incident. This leaves College officials vulnerable to criticism regardless of its actions, as Public Safety officers and others attempt to respond to incidents in a deliberate and professional manner.

In response, we offer three recommendations to help College officials and community members navigate these difficult circumstances.

Recommendation #3: Train human relations advisers to provide support to persons who experience harassment.

Such training should equip human relations advisors to meet the College's expectations as they are stated in the College handbook regarding the appropriate response to harassment. For example, the Handbook states, in part:

A person with a harassment complaint is encouraged to go to one of the human relations advisers. Lists of these advisers and information about procedures are available at the Offices of the Dean of Student Affairs, Dean of Faculty, Human Resources, and the Department of Public Safety. A human relations adviser will provide a complainant with complete information regarding the various options available for addressing and resolving a harassment issue, i.e., informal and formal in-house procedures, and options beyond the College, such as filing a grievance with the State of Vermont or EEOC.

Recommendation #4: Develop a critical incident protocol for situations involving students who appear to violate the College's harassment policy (see Appendix E and the College Handbook).

At minimum, this protocol would include rapid coordination among the Dean of OID, Public Safety, the Dean of Student Affairs, Commons staff, and other campus officials as deemed appropriate. Together, and in ongoing consultation with one another, these offices will evaluate the incident, will weigh the relative rights to privacy of our community members with the potentially competing need of the community to be kept accurately informed, and will include other students, staff and faculty in consultations and updates as appropriate. In addition to any appropriate investigation by Public Safety, responses to these incidents should include frequent, periodic updates about the investigation; messages from the OID and Public Safety to the campus with relevant information; and, where appropriate, open forums for community discussion. Depending

on the gravity of the situation, the office of the Dean of the College or the President should be involved in these communications.

Recommendation #5: Report the number, nature, and outcome of incidents that involve students or student groups that meet the College definition of harassment, maintaining appropriate confidentiality. At the end of the fall and spring terms, the Dean of the College should release a narrative summary of the state of the campus during the preceding term.

The Faculty and the Curriculum

Students and faculty identified two concerns of paramount importance related to academic life: first, that there are not enough faculty from underrepresented groups on campus; and second, that the curriculum does not provide significant exposure to issues of race, ethnicity and sexual identity.

Recommendation #6: Increase the number of African-American, Native American, Asian American and Hispanic candidates who apply for faculty positions.

The 2006 Strategic Plan draft (p. 57) recommends an increase in the faculty by 25 members as financial resources become available. We challenge the College to aggressively recruit minority candidates in this process. The College should likewise consider allocating some of these hires to senior faculty positions, and when necessary, use enhanced compensation packages to recruit attractive candidates.

Recommendation #7: Convene a faculty working-group, whose membership shall include faculty with expertise in diversity, as a sub-committee of the EAC, to develop enhanced curricular offerings on diversity related topics, particularly in race and ethnicity studies.

Recommendation #8: Continue to develop the curriculum to increase student exposure to topics related to diversity.

One recent curricular innovation was the creation of the Social Justice Winter Term Cluster. Sponsored through a Mellon Foundation grant, this cluster of courses was part of a larger project entitled “Model Institutes for Faculty on Social Justice Education.” The principle sponsors (Kathy Skubikowski, Roman Graf and Catherine Wright) brought together faculty colleagues who were engaged in multi-cultural initiatives. They organized symposia, workshops, discussion groups, films and a cluster of winter term courses that included the following:

- FREN 1002 Existentialism and the Absurd
- HARC 1018 African-American Art
- MUSC 1005 Global Popular Music
- MUSC 1066 The History of the American Negro Spiritual & Its Influence On Western Civilization
- SOAN 1031 The 1960s
- WRPR/WAGS 0201 Writing Across Differences (CW)
- WRPR 1003 The Art of the Personal: James Baldwin’s Non-Fiction (CW)

A second web-based resource, called “Curricular Connections: Diversity and International Influences” seeks to link the diverse array of arts at Middlebury, including upcoming performances, exhibits, and lectures, to the curriculum. Using such a resource, faculty may more readily identify and integrate such resources into course content.

These efforts model the kinds of curricular innovation that support a climate of diversity on campus.

Community members also complained that faculty first-year advisors were often relatively new to the campus, and particularly unaware of diversity resources on campus.

Recommendation #9: Train faculty first-year advisors so that they are familiar with diversity resources on campus. Enhance the diversity resources available for faculty first-year advisors.

Finally, community members related that some disciplines do not easily lend themselves to the creative exploration of diversity topics in their associated courses, and some faculty may not be clear on how, or even if, diversity impacts their discipline. Thus, we seek mechanisms to allow faculty from every sector of the College to critically engage in such exploration.

Recommendation #10: Provide enhanced professional development opportunities for faculty in disciplines not commonly associated with issues of diversity to teach courses on diversity-oriented topics.

Student Life

Recruitment and Finances

The first strategic goal identified by the strategic planning committee in its January 31, 2006 draft document is to attract a diverse, talented, academically strong student body to Middlebury College. This goal has implications for the recruitment process, financial aid, and the availability of other financial resources for students.

Recommendation #11: Increase the involvement of “underrepresented” students in the recruiting process. For example:

- Involve students in traveling for the College.
- Invite students to serve in an advisory capacity in developing admissions brochures and recruiting tools.
- Invite students to serve on panels when prospective or admitted students come to visit. These types of activities would give prospective students the “straight scoop” and may provide students who enroll at Middlebury with realistic expectations. Ideally, with more underrepresented students on campus, the impact of their presence within the whole community would be greater, and they would experience a greater sense of community.

Although Middlebury College commits significant funds to financial aid, students may make choices among schools based on the out-of-pocket costs they will incur, as well as on the basis of the overall financial aid package. For students with high financial need, they may respond more positively to aid packages with smaller loans, and with less funds expected from on-campus employment. Adjusting the financial aid awards may help matriculate more students from

underrepresented groups and may also enhance the experience of students once on campus by easing some of the financial pressures they feel.

Recommendation #12: Provide generous financial aid awards (see Strategic Plan, Recommendation #6).

In addition, many students cannot consider doing unpaid internships and/or they may not have the funds or resources to relocate to pursue an internship beyond Middlebury. Although the College has several funding programs for summer internships, many students would benefit from having the opportunity to apply their learning in real-life settings. This could be done during Winter Term or summer and if financial support were available, it would make these opportunities more accessible to all students.

International students, for example, have limited ability to work off-campus due to U.S. immigration regulations and must pay to obtain work authorization if they choose to work off campus during the summer. In addition, with only 12 months of employment authorization available to them, using a few months during school means they have less time available after graduation to apply their educational experience in an employment setting. For those with student loans that must be paid after graduation, this can be even more challenging. Providing funding for these students to pursue internships would preserve employment authorization time.

Recommendation #13: Provide increased funds to make internships available to all students (see Strategic Plan, Recommendation #45).

Recommendation #14: Expand/enhance opportunities for students of limited means to explore career opportunities. Provide funds for students to travel to conferences (which may not be academic in nature) and to job interviews. These funds may also be used to enable underrepresented students to meet and network with similar students on other campuses.

Retention, Support Structures, and Quality of Life

The first few months of college life are difficult for many new students, and no less so for students from historically underrepresented backgrounds. Many participants in our forums and discussions reported that residential life staff are often unaware of diversity resources on and off campus, and do not adequately support students from underrepresented groups as they transition to the College community. In addition, though many academic support resources are available through the Center for Teaching, Learning and Research (CTLR), some students may not access these resources early enough, and may not receive adequate support in some disciplines, particularly math and science. The following recommendations aim to enhance support resources, as well as awareness of and access to these resources for all students.

Recommendation #15: Evaluate residential life staffing structures to create a more diverse residence life staff and a more comfortable climate for underrepresented students. For example:

- Develop mentoring programs for interested junior- and senior-level students, as well as staff and faculty, who self-identify to provide personal and specialized support to students from underrepresented groups, with special attention to new students.
- Fold the junior-/senior-level mentoring position into the residential life staff structures in order to enhance the Commons' ability to respond to diversity-related issues and incidents.

- Revise the Junior Counselor program and replace juniors with seniors in paid positions. This would allow students from lower socio-economic backgrounds to pursue these roles. Seniors bring a different perspective to the program and can serve as mentors with more experience than juniors; for instance, many have studied abroad.

Recommendation #16: Provide substantive, ongoing training for all Commons staff to alert them to the many diversity-related resources that are available on campus and in the nearby community.

Recommendation #17: Include a diversity component in the training process for all residential life staff.

Recommendation #18: Enhance student support services in math and sciences. Review the support resources available in the CTLR to ensure that support addresses all disciplines.

Recommendation #19: Collect, analyze and assess detailed data about the patterns and trends of our student population with regard to retention, success, and taking time off. A designated committee should be aware of issues regarding students' failure or success and the factors that contribute to either outcome.

Recommendation #20: Develop a process that supports and encourages student organizations, departments, and the Centers on campus to discuss, plan, and promote diversity-related events. For example:

- Develop a PALANA programming council that would provide for clearer communication among diversity-related groups and might prevent events that draw the same audience from competing with each other. In addition, it would offer participants the opportunity to collaborate, which would foster closer relationships among the groups.
- Develop a "Multicultural" link on the "Events at Middlebury" website that quickly identifies events listed by sponsors as multicultural.

Recommendation #21: Encourage students of color to apply to serve on the College's judicial boards.

Staff Diversity

Several themes emerged among participants in the staff focus groups, with emphasis on three central issues: recruitment of persons from underrepresented groups, diversity training, and staff retention.

Recruitment

There was general consensus that the College welcomes and accepts staff from underrepresented groups, but does so passively. As one participant observed, "The message is consistent and clear for employees at Middlebury that acceptance of diversity is expected." However, our focus group members were not convinced that the College actively seeks diverse employees. These participants encouraged Human Resources to actively promote the College as an equal opportunity employer through the use of brochures and other advertisements that encourage people from underrepresented groups to apply, and then to connect these employees to available

resources (language support, GLEAM, Human Relations Advisors), and to expand these resources.

Recommendation #22: Develop a mission statement to express recruitment and retention objectives related to diverse populations. This statement will clearly underscore the institution's commitment to diversity and complement the College's non-discrimination policy.

Recommendation #23: Formalize liaison between Human Resources and the OID on matters of recruitment. Establish and document diversity recruitment plans.

In response to these concerns, Human Resources reported to our Staff Diversity Task force that advertising to potential employees from underrepresented groups is receiving increased attention. They currently work collaboratively with the Vermont Association for Business, Industry and Rehabilitation (VABIR) and the State of Vermont, Department of Disability, Aging and Independent Living, Office of Vocational Rehabilitation on issues related to employing people with disabilities. Networking opportunities have been developed with the National Conference on Race and Ethnicity in American Higher Education (NCORE), the University of Vermont, and Traditionally Black Colleges and Universities (TBCU) to source candidates from underrepresented groups. They also advertise in *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Vermont Woman*, and *Women in Higher Education*.

Recommendation #24: Continue to network with organizations that help recruit job candidates from underrepresented groups.

Recommendation #25: Continue to advertise employment opportunities in such publications as *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Vermont Woman*, and *Women in Higher Education*, and other publications that target underrepresented groups.

Recommendation #26: Participate in appropriate job fairs outside our geographical area.

Training

The following are current programs used by HR to promote acceptance of diversity among employees:

- New Employee Orientation – new employees are introduced to College policies relative to definitions of, and examples of, harassment and discrimination, and what resources are available to address these potential concerns.
- Supervisory Training – during the HR policies and procedures module, staff examine discrimination and harassment, and how to deal with them. Also, HR incorporates throughout the programs the importance of supporting and championing diversity. They explore the benefits of diversity as well.
- Team Leader Training – while HR incorporates the importance of diversity throughout the Team Leader Training program, they also have one module that specifically examines the ways people view diversity and how to help staff understand the value of a diverse workforce.

- Advanced Leadership Training – HR invited the former Associate Provost for Diversity to present on diversity with an emphasis on helping staff identify their own barriers and how to address them.
- The Legal Side of Supervision – HR examines the legal aspects to matters related to diversity with supervisors.

However, our focus group participants also recommended more systematic exposure to diversity training for new employees. Middlebury College employees must work in a rich multicultural environment for which they may have limited preparation. Thus, they may benefit from an orientation program and additional training that includes, for example, a presentation of the demographics of Middlebury College and the expectation of respect of others' beliefs, values and practices.

Recommendation #27: Formalize diversity training for all staff by including a targeted program in new employee orientation and in staff development programs.

To realize the benefits of increased recruitment and retention efforts, the College must conduct an annual reporting of diversity demographics. This will allow for tracking of progress towards recruitment goals and an assessment of various recruitment techniques.

Recommendation #28: Formalize reporting of data related to employee demographics.

Often, Public Safety is actively involved in incidents on campus that affect underrepresented groups (see Recommendations 3 & 4). Thus, Public Safety officers must receive specialized training to provide them with the skills necessary to effectively perform their duties in a diverse community. The Director and Assistant Director of Public Safety should conduct periodic informal reviews and discussions with officers regarding the challenges of working on a diverse campus, and should support officers in identifying and overcoming stereotypes that might interfere with their duties.

Recommendation #29: Continue to develop diversity training for Public Safety officers, in consultation with Human Resources and the OID.

Retention

New staff from underrepresented groups face unique obstacles if they are relocating to Vermont. We thus encourage programs that help integrate staff into the community, and that identify community resources that may ease this transition.

Recommendation #30: Establish a mentoring program for new employees from underrepresented groups.

Recommendation #31: Institute regular meetings between the Dean of Institutional Diversity and staff council chair to address staff concerns.

Recommendation #32: Provide the Dean of Institutional Diversity, when appropriate, relevant diversity-related feedback from staff obtained through staff exit interviews.

Finally, staff knowledge of, access to, and sense of connection with our increasingly diverse campus may improve staff satisfaction and retention.

Recommendation #33: Increase staff involvement in diversity-oriented events. Improve communications regarding diversity events and expand use of release time so that staff members can attend these events.

The Future of the Human Relations Committee

For continuity and accountability, we offer two final recommendations, one regarding the future status of the Human Relations Committee, and one regarding implementation of the recommendations in this document. In reviewing the 1999 HRC report, we discovered that some offices were unaware of recommendations that were directly relevant to their work. These final recommendations provide mechanisms that may help avoid this type of oversight in the future.

Recommendation #34: Appoint a Human Relations Committee regularly, at least every five years, to assess the climate of diversity on campus, and to evaluate the implementation of previous HRC recommendations. The HRC should not be convened only in response to specific campus issues or crises, but should conduct its reviews systematically and regularly.

Recommendation #35: Develop an implementation process for each recommendation in this report. Upon acceptance of this report, the President should identify the offices and administrators who are responsible for enacting the initiatives described above.

Conclusion

In preparing this report, we were struck by the importance of the following statement in the 1999 HRC report:

“We found that many good ideas, innovative programs, and valuable reports are generated at the College, but we seem to lose track of them. We have noted a concern among some in the community that because the College is looking to the future, ‘we don’t want to look back’ except for the purposes of recording notable and pleasant historical events. Our committee would like to alter this pattern of forgetfulness. We recommend retaining reports and acting on them. This would validate the generous time, effort, and expertise of those who participated in developing these reports and, when reviewed and acted upon, could make it unnecessary to revisit the same problem at a later date. Retaining records and reports also builds up our day to day institutional memory, a vital element in the ongoing life of the College” (HRC 1999, p. 24).

We find ourselves in substantial agreement with this concern. Thus, we have listed all relevant recommendations from the 1999 HRC report, with the current status of those recommendations, in Appendix B. Together with that report, we hope to leave a clear *trail of accountability* with respect to diversity at Middlebury College.

Appendices

Appendix A: 2006 HRC Recommendations

Listed below are the 2006 HRC recommendations without commentary. Each recommendation is also listed, with supporting rationale, in the narrative text of this document.

Recommendation #1: Redefine the Office of Institutional Diversity as follows:

Position Title: Dean of Institutional Diversity

Reports to: The President

The objectives of this position would be:

Diversify faculty and staff - Collaborate with academic departments and Human Resources to create diversity recruitment plans for faculty and staff that address advertising, networking, recruitment outreach activities and other techniques for increasing and retaining the number of candidates from underrepresented groups.

Policy Development – Advise the President, senior administration, and all levels of institutional leadership on diversity issues. Function as subject matter expert on institutional diversity policy related to all aspects of governance and administration, including crisis management.

Diversity Leadership - Champion diversity issues in institutional planning initiatives and strategic planning. Develop and foster relationships with external resources on diversity, bringing ideas and perspectives from beyond Middlebury College and the surrounding community.

Student Support – Work with Commons teams and student affairs staff to develop programs and strategies for supporting our increasingly diverse student body.

Diversity Accountability – Create, maintain and monitor progress towards diversity goals. Develop or identify mechanisms, including valid and reliable surveys, for ongoing assessment of diversity issues, in collaboration with College and external resources. Partner with Human Resources on diversity training for faculty and staff, advise on needs assessment, content and delivery issues. Generate annual Diversity Report, highlighting activities and outcomes in support of faculty staff, and student diversity.

Recommendation #2: Establish the PALANA Intercultural Center, with the following staffing and responsibilities:

e. Position Title: Director w/Academic Appointment

Reports to: Dean of Faculty

Responsibilities: Design/implement academic programs related to diversity into the curriculum.

Office in Carr Hall

Together, the Director and Associate Director would be responsible for diversity programming, with an intellectual and cultural focus. They would also create a

council of student group leaders and meet with them regularly to coordinate and support various program initiatives on campus. In addition, we encourage the director to work closely with representatives from other diversity oriented centers on campus, such as Chellis House for Women's and Gender Studies, the Scott Center for Spiritual and Religious Life, and the Rohatyn Center for International Studies.

f. Position Title: Associate Director/Program Coordinator

Reports to: Director

Duties: liaison and support for cultural organizations.

Office in Carr Hall.

g. Position Title: Student Administrative Assistant (paid)

Reports to the Director, via the Associate Director

Duties: assist Associate Director in liaison to cultural organizations.

20 hours per week.

Residence in Carr Hall.

h. Position Title: PALANA Student Scholars.

A mix of upper level students who are either doing (300, 500, or 700-level) independent research related to diversity or are actively involved in cultural student organizations. These students will serve on the PALANA programming council.

Residence in Carr Hall.

Recommendation #3: Train human relations advisers to provide support to persons who experience harassment.

Recommendation #4: Develop a critical incident protocol for situations involving students that appear to violate the College's harassment policy (see Appendix E and the College Handbook).

Recommendation #5: Report the number, nature, and outcome of incidents that involve students or student groups that meet the College definition of harassment, maintaining appropriate confidentiality. At the end of the fall and spring terms, the Dean of the College should release a narrative summary of the state of the campus during the preceding term.

Recommendation #6: Increase the number of African-American, Native American, Asian American and Hispanic candidates who apply for faculty positions.

Recommendation #7: Convene a faculty working-group, whose membership shall include faculty with expertise in diversity, as a sub-committee of the EAC, to develop enhanced curricular offerings on diversity related topics, particularly in race and ethnicity studies.

Recommendation #8: Continue to develop the curriculum to increase student exposure to topics related to diversity.

Recommendation #9: Train faculty first-year advisors so that they are familiar with diversity resources on campus. Enhance the diversity resources available for faculty first-year advisors.

Recommendation #10: Provide enhanced professional development opportunities for faculty in disciplines not commonly associated with issues of diversity to teach courses on diversity-oriented topics.

Recommendation #11: Increase the involvement of “underrepresented” students in the recruiting process.

Recommendation #12: Provide generous financial aid awards (see Strategic Plan, Recommendation #6).

Recommendation #13: Provide increased funds to make internships available to all students (see Strategic Plan, Recommendation #45).

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Recommendation #15: Evaluate residential life staffing structures to create a more diverse residence life staff and a more comfortable climate for underrepresented students.

Recommendation #16: Provide substantive, ongoing training for all Commons staff to alert them to the many diversity-related resources that are available on campus and in the nearby community.

Recommendation #17: Include a diversity component in the training process for all residential life staff.

Recommendation #18: Enhance student support services in math and sciences. Review the support resources available in the CTLR to ensure that support addresses all disciplines.

Recommendation #19: Collect, analyze and assess detailed data about the patterns and trends of our student population with regard to retention, success, and taking time off. A designated committee should be aware of issues regarding students’ failure or success and the factors that contribute to either outcome.

Recommendation #20: Develop a process that supports and encourages student organizations, departments, and the Centers on campus to discuss, plan, and promote diversity-related events.

Recommendation #21: Encourage students of color to apply to serve on the College’s judicial boards.

Recommendation #22: Develop a mission statement to express recruitment and retention objectives related to diverse populations. This statement will clearly underscore the institution’s commitment to diversity and complement the College’s non-discrimination policy.

Recommendation #23: Formalize liaison between Human Resources and the OID on matters of recruitment. Establish and document diversity recruitment plans.

Recommendation #24: Continue to network with organizations that help recruit job candidates from underrepresented groups.

Recommendation #25: Continue to advertise employment opportunities in such publications as *Black Issues in Higher Education*, *Hispanic Outlook in Higher Education*, *Vermont Woman*, and *Women in Higher Education*, and other publications that target underrepresented groups.

Recommendation #26: Participate in appropriate job fairs outside our geographical area.

Recommendation #27: Formalize diversity training for all staff by including a targeted program in new employee orientation and in staff development programs.

Recommendation #28: Formalize reporting of data related to employee demographics.

Recommendation #29: Continue to develop diversity training for Public Safety officers, in consultation with Human Resources and the OID.

Recommendation #30: Establish a mentoring program for new employees from underrepresented groups.

Recommendation #31: Institute regular meetings between the Dean of Institutional Diversity and staff council chair to address staff concerns.

Recommendation #32: Provide the Dean of Institutional Diversity, when appropriate, relevant diversity-related feedback from staff obtained through staff exit interviews.

Recommendation #33: Increase staff involvement in diversity-oriented events. Improve communications regarding diversity events and expand use of release time so that staff members can attend these events.

Recommendation #34: Appoint a Human Relations Committee regularly, at least every five years, to assess the climate of diversity on campus, and to evaluate the implementation of previous HRC recommendations. The HRC should not be convened only in response to specific campus issues or crises, but should conduct its reviews systematically and regularly.

Recommendation #35: Develop an implementation process for each recommendation in this report. Upon acceptance of this report, the President should identify the offices and administrators who are responsible for enacting the initiatives described above.

Appendix B: 1999 HRC Recommendations: A 2006 Follow-up

The recommendations of the 1999 HRC are reported below, with original section headings, but without the associated commentary. In our conversations with organizations and departments on campus, we learned that in some cases the 1999 recommendations were never formally presented to particular departments or organizations, nor were particular sectors of the College held accountable for implementing these recommendations.

In many cases, these recommendations remain important, relevant goals for Middlebury College. Thus, we present them again. In our responses, in so far as possible, we have identified the progress made with respect to each recommendation.

We encourage the Administration to distribute the 2006 and the 1999 HRC recommendations to relevant sectors of the college, and, where appropriate, to seek their implementation.

Admissions and Financial Aid

1999 Recommendation: Create a “Diversity at Middlebury Now” brochure, initially for College use as a way of informing the community about our programs and services and ultimately for use by Admissions.

- Response: The Admissions Office reports that a brochure is in the formative stages.

1999 Recommendation: Continue to diversify recruitment across national, international and socio-economic classes; build upon current success in minority student recruitment; develop recruitment materials with language and photographs that are welcoming of diversity, broadly defined, including sexual orientation and disabilities.

- Response: The text of our 2006 report charts changes in demographics. The Admissions Office reports that it is developing recruitment materials that portray a more diverse community.

1999 Recommendation: 1) Develop a diversity education program for Admissions and Financial Aid staff, and build-in diversity training as part of orientation for new staff in order to enhance understanding and comfort with emerging populations of students; 2) seek ways to build a strong relationship with all students and their parents, paying special attention to the problem of communicating with parents for whom English is not their first language; 3) explore the difficulties in attracting and retaining professional staff of color, in collaboration with colleagues from other College departments.

- Response: Although this process has not been completed, the Admissions Office staff has become increasingly diverse, and reflects sensitivity to the needs of applicants from underrepresented groups.

1999 Recommendation: Explore the relationship between financial aid and the decision of students of color to matriculate elsewhere; and investigate the relationship of financial pressures to the quality of life and attrition of lower socioeconomic students of color.

- Response: This remains a critical proposal; see the 2006 Recommendations #12, 13, 14, and 19.

The Residential College

1999 Recommendation: Expand education about diversity, recognizing that learning about ourselves and those around us is integral to a complete academic, social and residential experience.

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

- Response: Diversity training opportunities and leadership training have been an important component of the OID for the last 5 years. For example, in the 2005 student orientation program, Deliberative Dialogues were used to structure conversation about difference, including discussions on race and ethnicity, and on gender. This is an ongoing process that requires periodic review. See the 2006 Recommendations #7, 8, 9, 10, 16, 17, 27, 29, and 33.

1999 Recommendation: Develop workshops to assist First-year Seminar and sophomore program faculty in bringing multicultural content to their courses. The Common- based first-year seminars offer an opportunity for students to study culturally sensitive issues in a structured academic context, and to test their knowledge while living and working through issues together. The success of such teaching would rest on the willingness and skills of the faculty.

- Response: Such programs are occurring, though not systematically. See the 2006 Recommendation #9 and 10.

1999 Recommendation: Move toward a plan which ensures that all first year students will have an opportunity to gain the knowledge and skills to live successfully in a multicultural community.

- Response: This is an important aspiration, reflected in the 2006 Strategic Plan and in the proposed, revised Mission Statement, as well as in many of the 2006 recommendations.

1999 Recommendation: Create crisis response protocols for multicultural issues: clarify and publicize point persons; clarify chains of communication so that diversity support persons can be informed and therefore able to make a quick and appropriate response.

- Response: This has not been completed. See the 2006 Recommendation #4.

1999 Recommendation: a) Concurrent with Phase I planning of the new Campus Center, appoint a group of faculty, students, and staff to take a comprehensive look at the problem of vandalism, and how we can begin changing a culture that tolerates and indulges it; b) Give special consideration to vandalism of MOQA and FAM bulletin boards and posters, and develop strategies to bring this problem under control.

- Response: Targeted vandalism of underrepresented groups has diminished considerably over the last several years.

Housing

1999 Recommendation: Address in our residential program concerns about feeling safe:

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

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

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

- Response: No significant changes in first-year housing have occurred. However, one Commons Dean reported, “the growing focus on commons-based first-year seminars as the primary organizing principle for first-year housing has had a distinct impact on the ability to offer flexible options to incoming students.”
- With respect to Lesbian, Gay, Bisexual, Transsexual (LGBT) housing, one Commons Dean reported that suites for LGBT students are not offered: “I believe there is a considered opinion against that direction. Of course, the tension is between providing 'specialty housing' and making each hall as diverse as possible. In general, we do our best to relieve any tensions experienced by LGBT students in their rooming situations, including changing rooms when needed.” Another Commons Dean stated, “My sense is that Middlebury has become a more comfortable place for LGB (though not necessarily T) students than it was in 1999. We have more openly LG or B junior counselors (and CRAs!) who provide positive role models for first-year students and who help the first-years transition through a potentially tough year. That more embracing first-year experience (and the fact that LGBT issues are discussed more openly on a high school level) has had a positive ripple effect.
- Consideration was given to adding an option on the roommate questionnaire regarding gender and sexuality, but, because of concerns about privacy (e.g., do parents read these as their children fill them out?), this idea was dropped. Students are invited to make comments regarding housing if they have particular concerns or needs, and some students have discussed concerns about sexual orientation related to housing. These concerns are taken into account when housing assignments are made.

1999 Recommendation: Consistent with our recommendation that diversity be a guiding principle in the development of the Commons, we urge the College to develop a plan to provide the type of living spaces which foster a culturally diverse community within the core residential system.

- Response: Though this guiding principle is implicit in the residential system, no such plan currently exists.

Spiritual Life

1999 Recommendation: Locate the Chaplain’s Office in the Student Center to coordinate activities of religious organizations; to facilitate collaborative programs; and to work with diversity staff and student activities staff.

1999 Recommendation: Provide suitable spaces for religious groups to meet, with separate spaces for meditative/spiritual practices.

1999 Recommendation: Provide multi-faith boards in the Student Center to coordinate religious events; produce a calendar of religious holidays; publicize guidelines on excused absences in relation to religious holidays.

1999 Recommendation: Begin a community conversation on religious/spiritual life at Middlebury College: a) organize small forums in which members of different traditions can develop proposals for respectful coexistence with each other; and b) develop guidelines for responding to religious expressions that are incompatible with our community standards.

- Response: These suggestions were implemented. The Chaplain's Office was relocated into the Scott Center for Spiritual and Religious Life, runs monthly Religious Life Council meetings with student representatives of religious organizations, distributes a calendar of religious holidays that is provided to faculty and administrators, conducts periodic Chaplain's Forums, and responds to religious/cultural conflicts as they arise. Hillel and the Islamic Society each have spaces for meeting and worship. Other groups use the Scott Center, Mitchell Green Lounge, or other spaces for meeting and worship.

Disabilities

1999 Recommendation: Make accommodation for those with disabilities part of all aspects of campus life and planning: a) Include within community events, such as Septemberfest, special events related to disabilities; b) add more images of people with disabilities in College publications and throughout the community.

- Response: Initially, the ADA office was considered part of the work of diversity support on campus, and was housed with OID. Recently, however, the ADA office was moved out of OID and placed under the jurisdiction of the Dean of Student Affairs Office (colleges and universities are divided on the appropriate institutional location of the ADA office). This move appears to have worked effectively at Middlebury.

The office has one full time coordinator and a number of student workers. Approximately 5.5% of the student body makes some use of this office, placing considerable demands on its resources.

Indications are that faculty and staff are supportive of the work of the ADA office. Most of the faculty accommodate the needs of students who qualify under ADA guidelines. Often, this means extending time on exams or other timed assignments. Occasionally, student needs are considerable, and the College has responded with support and resources as appropriate and required.

The ADA office also receives substantive support from Library and Information Services for adaptive technologies. Training and support for these technologies are now available through the Help Desk; this support enhances the experience of students who depend on these technologies.

Recent and upcoming initiatives:

In 2002, 2003, and 2004 the ADA office cosponsored an accessibility week on campus.

In 2002, the senior class gift was funds to support the ADA office in providing "quality of life" improvements for high-need students.

An ADA brochure is in the works, as is a campus map listing handicapped parking and accessible buildings on campus. Facilities Services is also planning an accessibility audit for the entire campus.

In 2005, students with learning disabilities met together for support and conversation. Students seemed energized by this gathering, but the College lacks the administrative personnel to maintain such groups.

Current needs: increased outreach to the College Community in the form of information about learning and attention disabilities, as well information on the role psychiatric illnesses play in students' academic lives.

Attention to personnel needs as the demands of ADA qualifying students increases.

Communication

1999 Recommendation: Write a History of Diversity at Middlebury as part of the Bicentennial Campaign.

- Response: this was not completed.

1999 Recommendation: Create an Office of Diversity Affairs in the new Student Center with a director and staff to work with cultural organizations. Among the activities of this office would be to stimulate shared planning among groups; provide programmatic and personal support to MOQA; coordinate PALANA Center programs; provide support to the Special Assistant to the President; work collaboratively with the Chaplain and Student Activities Directors; be the hub of the wheel of diversity programs and activities occurring across the campus; keep a master calendar of diversity activities; publish a monthly calendar of events; publish a monthly newsletter (articles, interviews with faculty, students, guests, grant announcements calendar, notice of new comers, and a "farewell" section); ensure production of "Diversity at Middlebury Now" brochure; and participate on a Campus Diversity Team of faculty, staff, and students. Explore the possibility of having a "Diversity Page" in the Campus, as suggested by several student organizations.

- Response: Many of these activities were coordinated through the OID office, most recently located in Carr Hall. Most would be subsumed under the current proposal for the PALANA Intercultural Center, 2006 Recommendation #2.

1999 Recommendation: Explore the possibility of relocating Coltrane Lounge, bringing AAA's programs more to the forefront of campus life. AAA should also have a student organization office alongside the other cultural organizations, thereby being able to benefit from support of the Diversity staff.

- Response: AAA is now actively associated with the work of Carr Hall.

Survey

1999 Recommendation: Develop a survey process that will provide uniform and reliable statistical data to inform planning and discussion of diversity issues.

- Response: A survey was developed but not administered. See the 2006 Recommendation #1.

1999 Recommendation: Analyze the career success that students from underrepresented groups have achieved and, if indicated, develop ways for the CSO to be particularly effective in assisting those students.

Response: “Through Leroy Nesbitt we have established closer ties to our alumni network, especially the alumni of color and gay, lesbian, bisexual students. We included special events for these alumni in our homecoming weekends. Also, in an effort to integrate our alumni of color event into the main events for alumni, the OID moved the Alumni of Color Weekend from January to the end of May in order for it to coincide with our homecoming [reunion] celebrations. We have also sponsored several outreaches to these groups in NYC and Washington, D.C. Also, the CSO has a data bank that is tracking our alumni, including those from underrepresented groups” (Graf, R., OID Self-Evaluation, 2005).

Curriculum

1999 Recommendation: Create a minor in African-American Studies, to include a selection of courses which are offered on a regular basis. Offer African-American History each year.

- Response: A minor in African American Studies is now available. The course on African American History (HIST 0371) is offered at least every other year, with a civil rights course offered on alternating years. Some years both courses are offered.

1999 Recommendation: Develop language beyond the term “other” in our Civilizations and Culture requirement to describe non-Western cultures, and ensure that the “other” courses address diversity.

- Response: The cultures and civilization requirement was changed to include a comparative cultures category. “The additional comparative category allows for an analysis of the very term ‘culture’ and puts it into a comparative frame. Thus, while broadening the notion of diversity on the one hand it assures familiarity with cultural specificities on the other hand” (Graf, R., OID Self-Evaluation, 2005).

1999 Recommendation: Consider creating a language school in Africa along with exploring the establishment of a school in Latin America.

- Response: Schools in Latin America were established in Argentina, Brazil, Chile, Mexico, and Uruguay. Exploration for the establishment of a school in Africa continues.

1999 Recommendation: Resurrect the Winter Term Faculty Seminar Program. Given the limited methodological resources for incorporating cultural diversity that are available to faculty at Middlebury, topics such as the previously presented “Teaching the Black Experience” could be very beneficial. In addition, we should make better use of prominent visiting scholars and members of our faculty who are able to speak to diversity issues.

- Response: Currently, the College offers a WT New Faculty Teaching Seminar. In 2006 this seminar included a section on diversity at the College, with presentations and discussions, including a student panel. We encourage organizers of this seminar to continue this practice. Participating faculty remarked that it was one of the highlights of the seminar.
- The OID and the Center for Teaching, Learning and Research recently obtained a Mellon Grant for the teaching of social justice, diversity and difference. This led to a cluster of

Winter Term courses focused on social justice. In addition, the Center for Teaching and Learning sponsor a web blog with OID on writing across difference.

1999 Recommendation: Support and strengthen PALANA Studies through the PALANA Center, which can offer opportunities for exciting interdisciplinary studies of race and ethnicity. Consider bringing PALANA closer to the center of campus: 1) to address the possibility that its distance impedes the success of its academic mission; 2) to address the claim that its distant location tells many students that PALANA issues are peripheral to the College's agenda.

- Response: PALANA was relocated to Carr Hall, at the center of campus. See the 2006 Recommendation #2.

Faculty Recruitment

1999 Recommendation: Involve concerned student groups in recruitment efforts to increase diversity. Communicate with students about the ongoing faculty recruitment efforts to increase diversity. Consider a special Student Advisory Committee (SAC) diversity group, which can hear prospective faculty presentations and can meet periodically with administrators supporting diversity for updates on these efforts.

- Response: this was not completed.

1999 Recommendation: Appoint someone at the level of dean or higher, who possesses full faculty credentials and rank, to a position in Old Chapel. This person will oversee the College's efforts to obtain a more diverse faculty, assist chairs in their recruitment efforts, and identify and develop new sources from which to draw applicants.

- Response: The Office of Institutional Diversity was created in 2000. See the 2006 Recommendation #1.

1999 Recommendation: Develop funding for two to four ABDs: get the College in the Mellon Scholars Program; explore developing a program with the New England Board of Higher Education (NEBHE).

- Response: The following was reported by the OID in 2005:

In conjunction with the Dean of Faculty's Office the OID joined the NEBHE initiative to diversify faculty at New England institutions of higher education. NEBHE provided Middlebury College with one 'minority dissertation fellow' per year. This individual, hired with the help of JoAnn Moody at NEBHE, is in his or her final stages of the dissertation process and is supposed to finish the dissertation while at Middlebury College. At the same time, the fellow gets to know the operations of a New England Liberal Arts College and may decide to want to join the faculty. Middlebury College has the opportunity to observe the fellows and maybe make an offer of employment. The dissertation fellows usually participate in the winter-term new faculty teaching-workshop and teach a course during the spring semester of their tenure at Middlebury.

In addition to joining the NEBHE fellows program, the OID created a Middlebury dissertation fellowship. It runs parallel to the NEBHE fellowship and JoAnn Moody agreed to serve as council to the Middlebury fellows as well as to the NEBHE Fellows. JoAnn Moody left NEBHE in 2002 and formed her own

consortium, the Northeastern Consortium for Faculty Diversity. Middlebury College joined her consortium.

These two fellowships have been instrumental in Middlebury's efforts to diversify its faculty. To date, we have employed on tenure-track positions 3 of the 6 potential candidates. The others found positions at other institutions (Graf, R., OID Self-Evaluation, 2005).

1999 Recommendation: Expand Winter Term appointments to include faculty members from underrepresented groups, housed in specific departments and contracted to return on a regular basis.

- Response: This occurs, though not systematically.

1999 Recommendation: Court faculty members from underrepresented groups from other institutions who are eminent in their fields to teach here for a term or year as a Scholar in Residence.

- Response: This was not implemented.

Retention

1999 Recommendation: Develop a program to help integrate faculty from underrepresented groups into the community, and provide ongoing collegial and professional guidance to reduce unsuccessful tenure reviews.

- Response: The OID launched the faculty-mentoring program and the Dean of the Faculty, in consultation with Faculty Council, revised a winter term program for new faculty, for the purpose of facilitating new faculty orientation to the campus community. Informal mentoring also occurs.

1999 Recommendation: Provide confidential exit interviews for underrepresented students, faculty, and staff so that the College may learn about selection, fit, and support of the students, faculty, and staff and how those factors can be improved in the future.

- Response: These typically occur, but are confidential. Those who conduct such interviews report that underrepresented students, faculty and staff who leave the College often report feeling isolated and complain of a lack of social resources. See the 2006 Recommendation #19 and #32.

Revealing Ourselves to Each Other and the World

1999 Recommendation: Ensure that the Committee on Art in Public Places reflects diversity in its composition and is charged with acquiring art work that represents diversity.

- Response: The Committee on Art in Public Places reports that their collection philosophy endorses diversity and that committee members keep diversity in mind when works are acquired. No formal mechanism exists to monitor this process.

1999 Recommendation: Prominently display artwork that reflects both the creativity and the diversity of students, faculty, alumni, and professional artists.

- Response: This occurs, but not systematically.

Wider Community

1999 Recommendation: Develop educational and social programs to enhance diversity efforts locally: a) organize semiannual social events for diverse student groups throughout Vermont; b) initiate and/or host NESCAC semiannual conferences on diversity

- Response: One such program currently in place is the PALANA Kids program. Though Middlebury College has not hosted a NESCAC conference on diversity, the College has initiated and hosted a group of NESCAC/New England deans who annually work on ways to include issues of diversity in Orientation. In addition, the College hosted the Consortium on High Achievement and Success and the African-American and Latino Males Working Group Meeting.

1999 Recommendation: Consider involving minority contractors in College construction projects.

- Response: According to Facilities, the College does not “specifically search out minority contractors to perform work at MC. There appear to be few qualified firms (who perform the work we require) in our area that would meet the minority criteria. All appropriate firms are welcome to solicit business from Facilities Services unless they have demonstrated that they are not qualified for any of a number of reasons. Facilities Services does not turn away any viable contracting firms who are skilled in the areas we require, meet our insurance and related business criteria, and are competitively priced.”

Administrative Leadership

1999 Recommendation: Diversity must be reflected at the executive level. Appoint someone at the level of dean or higher, who possesses full faculty credentials and rank, to a position in Old Chapel. This person will oversee the College’s efforts to obtain a more diverse faculty, assist chairs in their recruitment efforts, identify and develop new sources from which to draw applicants, and advise the administration in crisis management. The position should also include general administrative duties so that neither the position nor the person is marginalized.

- Response: The position of Associate Provost for Institutional Diversity was established in 2000. With a change in administrative structure, the position was renamed Dean for Institutional Diversity. The position is currently not filled (2005-2006), with the responsibilities of the office residing with the Dean of the College. See the 2006 Recommendation #1.

1999 Recommendation: Implement a plan for the continued development of our outreach efforts.

- Much of the College’s diversity outreach resides in the office of the Senior Advisor for Institutional Diversity. The 1999 HRC reported that students felt that the position was spread too thin. In addition, the person who fills this position, while indispensable, no longer resides in Middlebury. Thus, the 2006 HRC encourages close cooperation between the Senior Advisor, the Dean of OID, and the Director of the PALANA Intercultural Center with respect to outreach.

1999 Recommendation: Address the climate issues that impede the advancement of women in the administration: 1) provide a forum through which tenured women faculty may speak candidly

and confidentially about their reasons for declining positions in the administration offers; 2) provide structures through which manager/subordinate conflicts can be raised and resolved.

- Response: Women now hold several administrative positions, including Vice President for Academic Affairs, Dean of the Faculty, Dean of Library and Information Services, Associate Vice President for Facilities, Secretary of the Board of Trustees and Executive Assistant to the President, and Dean of Student Affairs.

1999 Recommendation: Develop a statement from the President and Board of Trustees that sets a vision for diversity at Middlebury to a) convey that diversity is crucial to the quality of education b) set a tone of expectation that diversity will be a guiding principle around which the activities of all sectors are conducted.

- This vision is clearly stated in the draft report of the 2006 Strategic Planning Committee. See their Strategic Goal #1: “Strengthen support for a diverse student community.”

Appendix C: President's Charge Letter to the 2006 HRC

September 8, 2005

I write to ask you to serve the College in an important way during the next five months – as a member of an ad hoc committee, the 2005-06 Human Relations Committee.

The 2005-06 Human Relations Committee is charged with evaluating the progress that Middlebury has made in addressing the issues identified in the report of the 1999 Human Relations Committee (HRC). It will also help the College to follow-up on several issues (e.g., our judicial process, how Public safety operates, College responses to inappropriate actions aimed at underrepresented groups) raised at the all-student McCullough forum held last May in response to specific concerns within the community.

The 1999 HRC report examined the climate for diversity across a wide range of campus offices and services. It made recommendations for improving the experience of under-represented communities on this campus, including the creation of the Office of Institutional Diversity (OID); OID was established shortly after the report's submission in the spring of 1999. Six years later, as we move into the final phase of the Planning Process, the time is right to consider what steps the College should now be taking to further develop and support an appropriately diverse educational culture.

The work of at least two other former groups will inform the work of the 2005-06 HRC. An ad hoc Staff Committee on Diversity has recently examined issues of diversity in the staff as well as broader issues for our community; that group submitted recommendation to the planning process in May that will be useful for our work in the coming year. This is also the right time to review progress made on gender issues since the release of the 1997 report of the Task Force on the Status of Women.

Using the 1999 HRC report as a benchmark, I ask that the 2005-06 Human Relations Committee consider the following questions:

- In what ways has the landscape for diversity at Middlebury changed since 1999?
- The definition of diversity that the HRC adopted in 1999 emphasized race, ethnicity, gender, sexual orientation, religious beliefs, difference in abilities, age, socioeconomic status, and nationality. Should the definition be revised to reflect changes in campus culture and higher education? For example, should it incorporate intellectual diversity or even diversity of political views as some observers from off campus have suggested?
- What is the present climate for diversity within the student body? What role do PALANA and the Intercultural Center at Carr Hall play in the College's diversity efforts? For example, should the College continue to support an academic interest house focused on diversity issues? In the long run, might we be better served by a non-residential multicultural center, with increased emphasis given to the academic study of diversity?
- ☐ What is the present climate for diversity in the College faculty and staff? Have we created a culture that supports diversity throughout the College's workforce? For

example, how can we seek to better support and maintain the candidacy of job applicants from under-represented groups? What institutional programs and practices best support our commitment to diversity in the faculty and staff?

- What role has the Commons played in addressing diversity issues on campus? What role should the Commons play?
- How has the Office of Institutional Diversity contributed to the College's effort to address the concerns outlined in the 1999 report? For example, have the programming initiatives from that office contributed to an improved climate for diversity at Middlebury? What recommendations would the committee make as to the future of that office?
- Looking at the issues raised in the 1997 Task Force on the Status of Women, what progress has been made in areas identified in that report as affecting the campus environment for women students, faculty, and staff?

I have asked Gus Jordan, Director of the Charles Scott Center for Religious Life, to chair the 2005-06 HRC, which will include students, faculty, and staff. This committee will be relatively large, and so its work might benefit from developing subcommittees that could choose to involve people beyond the membership of the committee. I will announce the full membership of the new HRC within the next two weeks, and I ask the committee to aim to complete its work by the end of Winter Term.

Please let me know if you are able to serve the College community in this important way. You may either e-mail or call my assistant, Barbara McBride, at extension 5400.

Sincerely,

Ronald D. Liebowitz

RDL:bmcb

Appendix D: 2006 HRC Task Forces and Membership**Task Force on Student Diversity: Kathy Foley-Giorgio, Chair**

Lemar Clarke	Student '08
Lauren Curatolo	Student '06
Kathleen Foley-Giorgio	Associate Dean of Student Affairs and Director of International Student and Scholar Services
Sujata Moorti	Associate Professor of Women's and Gender Studies
Charzetta Nixon	Student '06
Shawn Rae Passalacqua	Assistant Director of Admissions
Timothy Spears	Dean of the College; Professor of Am. Literature & Civilization

Task Force on Staff Diversity: Melody Perkins and Ellen Usilton, Co-Chairs

Murray Dry	Charles A. Dana Professor of Political Science
Marichal Gentry	Assoc. Dean of the College
Andrew Pavoni	Student '06
Melody Perkins	Asst Dir of Administration, Public Safety
Terry St. Jean	Student '06
Ellen Usilton	Compensation Manager, Human Resources

Task Force on Faculty Diversity: Darien Davis and William Nash, Co-Chairs

Darien Davis	Associate Professor of History
Marcus Hughes	Student '06
William Nash	Assoc. Prof. of Am. Literature & Civilization
Carrie Rampp	Area Director, Library & Information Services
Su Lian Tan	Associate Professor of Music
Jillian Weiser	Student '06

Appendix E: Middlebury College Harassment Policy

Middlebury College Harassment Policy (see the College Handbook for a complete description of the College Harassment Policies)

As an educational institution, Middlebury College is committed to maintaining a campus environment where bigotry and intolerance, including discrimination on the basis of sex, sexual orientation, gender identity and expression, race, ethnicity, religious beliefs, physical ability, or age have no place, and where any form of coercion or harassment that insults the dignity of others and interferes with their freedom to learn or work is unacceptable. Harassment, as defined below, is antithetical to the mission of this college. In addition, many forms of harassment have been recognized as violations of the civil rights laws by the Federal Courts, by the U.S. Equal Employment Opportunity Commission, by the State of Vermont, and by the U.S. Department of Education.

Middlebury College defines harassment as verbal or physical conduct which on the basis of sex, sexual orientation, gender identity or expression, race, religion, national origin, age, or physical ability has the purpose or effect, from the point of view of a reasonable person, either of:

- (a) interfering with an individual's educational or work performance; or
- (b) creating an intimidating, hostile, or offensive educational, work, or living environment.

Harassment includes such conduct specifically directed at an individual or a small group of individuals and expresses hatred or contempt on the basis of stereotyped group characteristics or because of a person's identification with a particular group. Harassment also includes violence in word or deed or attempts to incite violence directed against members of these groups because of their group identification. In addition, harassment may include repeated slurs, or taunts in the guise of a joke, or disparaging references to others, when such conduct is based on sex, sexual orientation, gender identity or expression, race, religion, ethnic origin, religion, physical ability, or age.

Appendix F: American Council on Higher Education's "Statement on Academic Rights and Responsibilities"

American Council on Education



Statement on Academic Rights and Responsibilities

Intellectual pluralism and academic freedom are central principles of American higher education. Recently, these issues have captured the attention of the media, political leaders and those in the academy. This is not the first time in the nation's history that these issues have become public controversies, but the current interest in intellectual discourse on campus suggests that the meaning of these terms, and the rights and responsibilities of individual members of the campus community, should be reiterated.

Without question, academic freedom and intellectual pluralism are complex topics with multiple dimensions that affect both students and faculty. Moreover, America's colleges and universities vary enormously, making it impossible to create a single definition or set of standards that will work equally well for all fields of academic study and all institutions in all circumstances. Individual campuses must give meaning and definition to these concepts within the context of disciplinary standards and institutional mission.

Despite the difficulty of prescribing a universal definition, we believe that there are some central, overarching principles that are widely shared within the academic community and deserve to be stated affirmatively as a basis for discussion of these issues on campuses and elsewhere.

- American higher education is characterized by a great diversity of institutions, each with its own mission and purpose. This diversity is a central feature and strength of our colleges and universities and must be valued and protected. The particular purpose of each school, as defined by the institution itself, should set the tone for the academic activities undertaken on campus.
- Colleges and universities should welcome intellectual pluralism and the free exchange of ideas. Such a commitment will inevitably encourage debate over complex and difficult issues about which individuals will disagree. Such discussions should be held in an environment characterized by openness, tolerance and civility.
- Academic decisions including grades should be based solely on considerations that are intellectually relevant to the subject matter under consideration. Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions. Any

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member of the campus community who believes he or she has been treated unfairly on academic matters must have access to a clear institutional process by which his or her grievance can be addressed.

- The validity of academic ideas, theories, arguments and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merits of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession as established by the community of scholars at each institution.
- Government's recognition and respect for the independence of colleges and universities is essential for academic and intellectual excellence. Because colleges and universities have great discretion and autonomy over academic affairs, they have a particular obligation to ensure that academic freedom is protected for all members of the campus community and that academic decisions are based on intellectual standards consistent with the mission of each institution.

June 23, 2005

The following organizations have endorsed this statement:

- American Association of Community Colleges
- American Association of State Colleges and Universities
- American Association of University Professors
- American Council of Learned Societies
- American Council on Education
- American Dental Education Association
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of American Universities
- Association of Catholic Colleges and Universities
- Association of Governing Boards of Universities and Colleges
- Association of Higher Education Facilities Officers
- Association of Jesuit Colleges and Universities
- The College Board
- ACPA—College Student Educators International
- College and University Professional Association for Human Resources
- Council for Advancement and Support of Education
- Council for Christian Colleges and Universities

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- Council for Higher Education Accreditation
- Council for Opportunity in Education
- Council of Graduate Schools
- Council of Independent Colleges
- EDUCAUSE
- Hispanic Association of Colleges and Universities
- National Association for Equal Opportunity in Higher Education
- National Association of Independent Colleges and Universities
- National Association of State Universities and Land-Grant Colleges
- National Association of Student Personnel Administrators
- National Collegiate Athletic Association
- University Continuing Education Association

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