

Diversity Committee Minutes February 12, 2003

Present: Kris Bartanen, Kim Bobby, Nancy Bristow, David Macey, Blair Notrica, Randy Nelson, Margi Nowak, Eric Orlin, Jac Royce, David Scott, Carrie Washburn

Invited Presenters: George Mills, Melanie Reed

Chair Jac Royce called the meeting to order at 1:05.

Announcements:

1. On February 7, 2003, the Academic and Student Affairs Committee on behalf of the Board of Trustees **endorsed the University Diversity Statement** (as presented below) for broad dissemination and on-going use:

University Diversity Statement

We Acknowledge

- the richness of commonalities and differences we share as a university community
- the intrinsic worth of all who work and study here
- that education is enhanced by investigation of and reflection upon multiple perspectives

We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community
- to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts
- to foster a spirit of openness to active engagement among all members of our campus community

We Act

- to achieve an environment that welcomes and supports diversity.
- to insure full educational opportunity for all who teach and learn here.
- To prepare effectively citizen-leaders for a pluralistic world.

2. On January 27, 2003, the Faculty Senate unanimously approved a motion supporting the extension of educational benefits to the same-sex domestic partners of full-time university faculty and staff members and to same-sex domestic partners' dependent children who live in a full-time faculty or staff member's home. Later this spring, the Faculty Senate will take up the question of educational benefits for unmarried opposite-sex domestic partners who live in a full-time faculty or staff member's home.
3. Upcoming diversity-affirming events:
 - February 24, 1 p.m., Schneebeck Concert Hall. – Diversity Theme Year and Black History Month film screening: *Hughes' Dream Harlem*
 - February 24, 25, 26, 7:30-10:00 p.m., Kilworth Chapel – Brown and Halley Lecture: Robert Gooding-Williams & Jean Gimbel Lane: *Du Bois, Douglass and Political Philosophy*
 - March 6, 8 p.m. Trimble Forum, continuing film series "Diversity: It's More than Race" – *Liebe Perla* (award-winning film about Nazi treatment of people with disabilities); discussion led by Professor Kent Hooper

Old/Ongoing/New Business:

1. Continued clarification of the University Diversity Statement's aspiration "to increase the diversity of all parts of our University community through commitment to diversity in our recruitment and retention efforts"
 - Melanie Reed's report on recruitment efforts among a wide variety of high school students around the country (see Appendix to these Minutes)
 - Kim Bobby's clarification of local-level recruitment work in Western Washington, Tacoma, Seattle, Portland...
 - Programs geared to prepare kids generally for college, but also to inspire kids and their families in areas beyond academics alone (24 Hours of College, ACCESS program, Achievers College Fairs (in conjunction with Gates Scholars grants)

2. Discussion of financial aid issues – which “intensify for students of color”
 - George Mills’ comments:
 - strong commitment to diversity on the part of the Admissions Office staff
 - the importance of honesty and accuracy in presentations directed at students of color
 - put our percentage of students of color in context: compare with other liberal arts college in the West
 - retention: “We are retaining African-American students at a higher rate than white students!”
3. Discussion of future possibilities, both good and bad:
 - Ron Thomas’ deep interest in these concerns
 - the POSSE Foundation at Trinity: (identifies, recruits and selects student leaders from public high schools to form multicultural teams called "Posses". These teams are then prepared, through an intensive eight-month Posse Training Program, for enrollment at top universities nationwide to pursue their academics and to help promote cross-cultural communication on campus)
 - future Supreme Court decisions regarding “affirmative action” will probably jeopardize recruitment attempts made under this banner. A better course of action: create a diversity statement (which we already have done!) to justify diversity-affirming recruitment attempts in terms of the educational benefits a diverse population provides for the entire University
4. more discussion of UPS’ current attempt to “think globally, act locally”
 - Kim Bobby:
 - “The pipeline starts in middle school.”
 - goal: stay with students and their families as they move through middle and high school (despite Tacoma’s particularly high mobility rate)
 - even if the pre-college students who come here for programs such as 24 Hours of College do not end up going to UPS, they still have gained a greater awareness of and readiness for college
 - 2 students presently at UPS came from the ACCESS program – and are “very willing to go back to their schools” to continue recruitment efforts
 - the Achievers High Schools (in Tacoma – Henry Foss High School, Mount Tahoma High School, and Lincoln High School, as well as 13 other high schools from the rest of Washington State) provide college preparation, not in pull-out classes, but in students’ core subjects
 - Nancy Bristow: what more can faculty do?
 - George Mills: please be vigilant about stereotyping students of color in the classroom (e.g. asking or expecting them to “speak for their race” in class discussions)
 - Blaire Notrica: when acting as tour guides for prospective students, make a special effort to point out affirmative resources such as the Diversity Center

To Continue the Discussion at Our Next Meeting:

1. What are the obstacles to, and frustrations of working to bring to fruition our “commitment to diversity in our recruitment and retention efforts”?
 - securing sufficient financial aid
 - creating and maintaining a welcoming campus climate
 - insuring an adequate pre-college preparation for college’s academic demands
2. a book recommendation (from George Mills):
 - *The Source of the River: The Social Origin of Freshmen at America’s Selective Colleges and Universities* http://www.amazon.com/exec/obidos/tg/detail/-/0691113262/qid=1045767527/sr=8-1/ref=sr_8_1/103-3429150-0283823?v=glance&s=books&n=507846

Next meeting date: Thursday February 27, 1 p.m.

The committee adjourned at 2 p.m.

Respectfully submitted,
Margi Nowak

Appendix:
Report to the Diversity Committee, February 12, 2003
Melanie Reed, Director of Freshman Admission

- We have made a commitment to become involved with the local Tacoma community as the foundation of our diversity recruitment efforts. We need to begin as close to home as possible, and nurture/build relationships with organizations and students of color in the greater Tacoma-Seattle area.
- This means that the ATCI (Access to College Initiative) is our primary thrust.
- Four of the students of color who enrolled this fall were Access to College Initiative enrollees.
- This year's 24 Hour of College programs are underway; we just completed program one with a group of 22 attendees all from Technology Access Foundation in Seattle, a group where I volunteer monthly on their Higher Ed Bound Board and do workshops on college prep, financial aid, essay writing, and choosing schools for the students. The students are inner-city, and 100% are college bound. We have a great relationship with TAF and were lucky to fold them into 24 Hours of College this year. TAF reported, on departing, they would like to do the equivalent visit every year.
- This year's second 24 Hours of College Program will include 42 students from the Tacoma community, a record.
- More about how 24 Hours and the rest of the Access Programs aid in preparation.
- We work with the Fulfillment Fund and host an overnight for their students every year. As a result of last year's Fulfillment Fund visit, we have a Fulfillment Fund applicant this year. In addition to Fulfillment Fund, we work with students from the Daniel's Fund in Denver and One Voice in L.A.
- Puget Sound regularly attends college fairs targeted toward populations of color. Such events include an annual Thurston County event, and students of color fairs at Cleveland HS, in Portland and in Los Angeles. Again, we recognize that our best opportunities for recruiting and retaining students of color are based on local and regional efforts.
- Puget Sound participates in Achievers' Scholars fairs, too, and each counselor this year made an effort to meet with Achievers' site coordinators at the different Achievers high schools. I suspect partially as a result of a conversation with the Mariner HS Achievers' contact, I met with exclusively students of color at my high school visit there this year.
- We do special mailings to African American and hispanic students. We do visit inner city high schools in Seattle, Portland and Los Angeles, as well as slightly more affluent, but still-diverse schools in Chicago (Lincoln Park), St. Louis (U-City), Minneapolis (South), Denver, and Honolulu.
- We need to recognize that the financial aid issues (unmet need and the amount of self-help) intensify with students of color. Because of this we dedicate dollars to reduce the unmet need of African American students to that of the average Puget Sound student. We do not award aid beyond need to students of color in order to compete for them with other colleges and universities.
- I can say with confidence that the admission staff are passionate about maintaining and increasing the number of students of color in each entering class. How the counselors approach this... balance, authenticity, stories.
- This is a very complex problem rooted in the preparation and funding of students whom we would like to enroll.

What we do here: traditional, residential, liberal arts college
 Highly tuition driven --- no student body, we don't operate
 We need to be organized about time and efforts

Write up/add diversity letter blurb

TAF

Students we need are discovered often through community-based organizations like Access to College

College Ed curriculum --- guest speaker at participating middle school
 Access to College Initiative
 24 Hours of College working in conjunction with TAF for the first time this year
 Event in Olympia --- Thurston Group which Kim covered last year
 Portland Hispanic College Fair
 Hosting Fulfillment Fund group
 Work with Daniels Fund
 LGBT College Fair

Preparation is sometimes the problem, and the college is not on the students' radar screen

Exposure to the campus environment, talking with students of color, talking with groups on campus

Tourguides, one-on one. Less mass processing.

Yvonne, I write to respond to your request for information on diversity efforts at Puget Sound. Thank you for sharing this information with Staff Senate.

In its enrollment of students of color, Puget Sound is second only to Occidental College among national liberal arts colleges in the west (including Pomona, Colorado College, Reed, Whitman, Lewis and Clark, Willamette, and Claremont-McKenna). Of the top ten national liberal arts colleges in the country (Amherst, Swarthmore, Williams, Wellesley, Bowdoin, Carleton, Haverford, Pomona, Middlebury, and Davidson), only Swarthmore and Wellesley enroll more students of color than Puget Sound. Most of the schools in the previous list have substantially larger endowments and resources available to students who require need-based financial aid, and many offer minority "no need" scholarships, a practice we cannot afford. That said, Puget Sound is doing well among its peers with fewer resources available. We're doing particularly well when one considers our student of color percentage (18%) versus the percentage of students of color enrolled at Washington's public colleges (19%) or Oregon's public colleges (14%).

Of course, the challenge intensifies when one considers the percentage of *residents* of color in Washington (22%) or Oregon (14%), neither of which is far off of our percentage of enrolled students of color. Still, Puget Sound's percentage of students of color **increased from 7.1% in 1998 to today's 18%**. Yet with diversity at the core of what's important to the university and to the Office of Admission, what is Admission doing to improve an already "improved" situation?

Every year, the Office of Admission visits a diverse group of high schools (my own experiences choosing large public high schools in downtown Minneapolis, Chicago, and Honolulu are good examples), attends college fairs targeted toward students of color (recently the Fulfillment Fund Fair in Los Angeles, an African American College Fair in Olympia, and Native American college fairs), advocates for students of color during application reading and application committee, is sensitive to cultural differences in the admission process, recognizes both biases present in students' preparation --- as well as which students will be successful here and will *remain here*, commits financial aid resources to those applicants of color with financial need, and purchases search names (colleges decide which student names and addresses they will buy, thus determining which students receive mailings) for students of color at the high school level and the community college level, and for those who earn Hispanic and Achievement (African American) Commended/Semifinalist recognition. The publications these students receive discuss Puget Sound's diversity percentages, on-campus commitment to diversity in events programming, and resources for students of color, without unfairly over-representing images of students of color.

Kim Bobby, Director of Access Programs, is part of the enrollment team. According to the Access Programs' literature, "Access Programs are designed to expand college opportunities and success for youth traditionally underrepresented in higher education, encourage academic success for these underrepresented students, and improve the retention of those students who choose to attend the University of Puget Sound." The benefits for the students and for the university are twofold: the students in the program have more tools and information necessary to make informed college choices generally, and the students often consider applying to, and enrolling at, Puget Sound specifically. Past participants in the program include Bernadette Ray and Brian Davis, both teaching in the area, and Kim Thomas, who is an administrator with the Gear-Up program.

Participants are members of cohorts as early as seventh grade, creating groups of well-informed and college-ready students with whom the university has had contact over an extended period of time. Access Programs participants engage in year-round and summer programming; 24 Hours of College, where visiting students stay overnight and experience classes, tours, and sessions with admission counselors who prepare them for the application process; tutoring and mentoring by current Puget Sound students; career days where students meet with local professionals about college pursuits and career development; recognition programs where students are acknowledged for their commitments to the program at the end of the academic year; Academic Challenge, a summer math and science enrichment program which reinforces skills gained during the previous academic year and prepares students for the next academic year; and Access to College and Beyond, where individuals from the corporate and university community meet with students to discuss time management, self esteem, career planning, and college planning.

Additionally, Admission works with the Faculty Diversity Committee to phone prospective students of color. This year, Eric Orlin (Classics) is the faculty leader who coordinates phoning with other faculty and works with our own group of student phoners. In addition, Admission hires a student dedicated to phone African American applicants; this year, we are fortunate to work with Mariette Clardy '03 who will phone this spring's candidates. Past phoners include Manny Martucci, Toni Belknap, Kim Thomas, and Coronda Taliaferro, as well as Mele Moore '01, now an Admission Counselor, and Bernadette Ray '00, a past Admission Counselor. Mele was also a Minority Undergraduate Fellow, a program which encourages undergraduates of color to consider student affairs work. At the end of March, current admission counselors will meet with Monica Nixon and this year's Minority Undergraduate Fellows to discuss work in the admission profession, the area of student affairs in which all three have indicated an interest.

That said, faculty, current students, and staff are welcome to join Admission's ongoing efforts, or suggest specific new initiatives which Admission might employ to diversity the campus. In communications with the public and with other members of the campus community, it is important for staff to acknowledge Puget Sound's diversity initiatives, as well as its student of color percentage compared to both public colleges in Washington and Oregon, and to schools of its type nationally. These are important messages for prospective students and employees. Only by an awareness of the facts and challenges involved in student of color recruitment and retention can the University of Puget Sound continue its gains in diversity. Thank you for your own commitments to Puget Sound, and for an opportunity to discuss this critical topic. I'm fortunate to have attended and to work for a school which values diversity of thought, as well as ethnic diversity, geographic diversity, spiritual diversity, sexual diversity, political diversity, and cultural diversity.