Desegregating Diversity: From Myth to Mandate

In the Summer of 2009, Provost Tim Marshall appointed a university-wide working group consisting of students, faculty, staff and administrators to:

"Conduct an environmental scan of the programs, services and support structures at The New School that currently serve the needs of students of color and LGBT (lesbian, gay, bisexual and transgender) students, then provide recommendations on promising co-curricular, programmatic models and structures that might be modified and strengthened to more effectively support the success of these students at The New School."

The working group's research consisted of a review of relevant texts and best practices, collection of data via focus groups, questionnaires and interviews with students, staff, faculty, alumni and individuals in peer institutions with specialization in issues of equity in higher education. More complete records of the findings are included in the appendices of the attached report.

The initial findings of this report were submitted to the Provost in Nov. 2009 for his review. As one of several actions since the creation of the report, the Provost convened a university-wide Social Justice Committee representing various parts of The New School community in the spring of 2010.

Though significant, the report captures conditions specific to the time that the study was conducted and as such cannot be considered exhaustive; however, the report and its findings have informed much of the initial work of this committee.

The Social Justice Committee

DESEGREGATING DIVERSITY: FROM MYTH TO MANDATE

A Report to the Provost from the University Working Group to Strengthen Support for Students of Color & Lesbian, Gay, Bisexual, Transgender and Queer Students at The New School

November 2009

Working Group Membership

Co-chair, Ella Turenne, Director, Special Projects, Lang Deans' Office
Co-chair, Jesse Villalobos, Parsons Diversity Initiative, Parsons Deans' Office

Celesti Colds-Fechter, Assoc. Dean for Academic Services, NSGS
Keisha Davenport-Ramirez, Director, Intercultural Support & Higher Education Opportunity Program (HEOP), Ombuds
Bill Gaskins, Adjunct Faculty, Parsons
Julian Haynes, Graduate Student, Non-Profit Management, Milano
Monique Ngozi Nri, Director, International Student Services
Eleni Litt, Asst. Provost for Faculty Affairs, Office of the Provost
Brian Maasjo, Director, Advising, School of Art, Media & Technology, Parsons
Michelle Materre, Assoc. Director, Bachelors Program, NSGS

Anna-Karin Loureiro, Student Research Asst.

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Introduction

One early October afternoon, during one of our many interviews, a Eugene Lang/New School alumna from the mid-90's invoked what has become a somewhat mythical history of The New School, a legacy with which many of us in the New School community have become familiar. As the interview ended, this former student challenged the interviewer to collaborate with her to write what she described as "the missing chapter" from Rutkoff and Scott's chronicle of The New School's history (*The New School: A History of The New School for Social Research*, Free Press, 1986).

This chapter, "*our chapter*," she insisted, would recount the struggles and triumphs of New School alumni like her. For sure, it would include references to James Baldwin, who like her also studied in a predominately white and straight institution and it would recount the excitement felt on campus as Clemente Orozco created his *Call for Revolution and Universal Brotherhood* in the 7th floor at 66 West 12th Street. But it would also offer accounts of forgotten contemporary struggles –struggles such as the hunger strike that was organized by the handful of students of color in support of their mentor, a queer black feminist faculty member, who inspired this alumna and other young women through her teaching and commitment to her students, though was denied tenure.

We imagine that such a chapter might be dedicated to those too often invisible or "outsider" students who occupied these spaces and those who are sure to follow –such as, the queer youth who can't quite be "out" at home or among family, but seek to build a new sense of home here in the Village, or the first-generation student of color who not only embodies her dream for a future, but the dreams of her family and community.

Academic cultures are commonly homogeneous –socially, culturally, racially and intellectually. Since the 1960's, so-called "diversity initiatives" have functioned as awkward and inelegant token gestures that serve to create the appearance of academic heterogeneity. However, the mythology of heterogeneity is most often revealed in the hostile responses to a non-white intellectual presence –whose research and teaching often explore and reveal the structural inequalities and injustices that have mandated these initiatives in U.S. higher education. In our view, a 21st century "diversity initiative" acknowledges the socially, culturally, racially and intellectually segregated character of academic cultures and mandates an agenda of *desegregation* –seeking the ultimate goal of social justice and equity within and beyond the academy (http://www.vimeo.com/7972407).

(*NOTE: We have gone to great lengths to pay careful attention how we present our findings in this report. We felt that the form of this report must acknowledge the role that visual culture, diverse learning styles and social media play in society in this day and age. We aim to utilize tools that can speak to many audiences at once and illuminate what we see as timely and critical issues for the New School community. For this reason, the centerpiece of our report consists of video documentation of interviews with key stakeholder populations. Therefore we ask that you view the web-linked videos in the order that they are embedded within this document.)*

Executive Summary

We should point out that though our process has been very extensive, inclusive and thoughtful, it is not entirely exhaustive. There are undoubtedly considerations that might have enhanced this report's content, though we know from our research and combined decades of experience in the academy, that these would not have substantially changed our study's conclusions. Furthermore, as we learned from our interviews and interactions, contestations around race, sexuality, gender and class are dynamic and ever reshaping. So we look to the New School community, the Provost and other capable leadership on this campus and experts on the outside of our walls to push these efforts forward, to expand and deepen the scope of this imperative.

In this report you will find that we have offered specific directions and a set of achievable recommendations that could enable The New School (TNS) to be recognized as a leading institution representing a commitment to a comprehensive and innovative solution to, what we might describe as, "desegregating the academy" –socially, intellectually and politically.

Our efforts have challenged this working group to turn the mirror on ourselves and on this institution. What we have learned from this self-reflection is not all encouraging or easy to digest, but we believe what we have learned and share in this report provides this institution with a clear path to begin to respond to these 20th century problems with 21st century solutions (http://vimeo.com/7826074).

In July of 2009, Provost Tim Marshall proposed that a working group be formed to:

> "...conduct an environmental scan of the programs, services and support structures at The New School that currently serve the needs of students of color (SOC) and lesbian, gay, bisexual, transgender and queer (LGBTQ) students, then provide recommendations on promising co-curricular, programmatic models and structures that might be modified and strengthened to more effectively support these students at The New School."

As this working group convened, we engaged in two significant processes. First, as we came together, meeting for the first time, we intentionally set out to give space for individuals to introduce themselves highlighting, not only their scholarly and professional credentials, but also privileging their racialized, cultural, class-informed and gendered identities and experiences that have significantly impacted and informed their professional and scholarly paths. This set a tone and created a space that welcomed our own "otherness" as an integral prerequisite for this group to understand the significance of the work ahead of us.

Second, the co-chairs led an exercise challenging the membership to envision a "new" New School –perhaps an institution that we could help shape through our very process. We challenged the group to imagine how the physical structures might look and feel to us and to students. What might the students, faculty and our leadership look like? What values might they hold and what types of experiences might have shaped these values? We asked, what would be the keystones for the educational experience at such a school? How might decisions be made more democratically and how could everyone have a voice? What types of people, lived-experiences and wisdom would need to be a

part of this “new” institution in order for all to be valued for who they are, to be intellectually challenged and to excel?

The Stakes

Discussions of The New School have evoked an array of perceptions among academics, educators, activists and citizens across the spectrum. This university, perhaps more than some, seems to illicit nostalgia of all that once was and what might still be possible in higher education. These attributes range from The New School as an important place for rigorous open debate, unorthodox and innovative approaches to teaching, a storied commitment to life-long adult learning and as one of a few pockets for radical popular education. None of these ideas of this university are completely true, nor are they untrue.

The New School, renown historically for its openness and ideological ties to the Greenwich Village neighborhood is not generally celebrated as a space where the battles, histories and contributions of people of color or LGBT or queer people are held in high regard. Knowing this, we ask, might The New School one day be recognized as a socially committed learning laboratory where contemporary struggles for representation and justice are reflected through institutional support and leadership in curricula, scholarship and research? In short, how can the New School's intention, in the words of President Kerrey, “to prepare and inspire its students to bring actual, positive change to the world” be resourced, measured and actualized, particularly as it pertains to the experiences of these two groups?

Consider the following: a 2003 College Board Report titled “Trends in College Pricing”, states that while only 5 to 6 percent of total income from high-income households went to pay for college tuition, 19 percent of total income from middle-income households went to pay for college tuition, and a staggering 71 percent of total income from lower-income households went to pay for college tuition. Five years later, The College Board 2008 report on “Trends in College Pricing” revealed that “between 1977 and 2007 average family income rose $463 for the poorest 20% of families, $11,275 for the middle 20%, and $146,650 for the wealthiest 5% of families.”

Along with similar studies, these statistics reflect systemic inequities in housing, employment, education, jurisprudence, health and the environment. As much of the economic engine of the *American* democratic experiment has been built upon the genocide of indigenous peoples (inside and outside of the U.S. proper), the extraction of their land and natural resources, the system of slavery in the 19th century and resulting corporate-driven African American convict labor industry into the middle of the 20th century –as well as the modern state and privately funded prison industrial complex, most of these inequities have been and are still directed at Black, Latina/o and Native communities. In addition, the contemporary culture wars in the U.S. which wage attacks on people of color, LGBT and queer people, poor people and immigrants of color have created a climate of political timidity which has prevented most institutions from adequately assessing needs of these groups and responding appropriately.

Crisis in housing, employment, education, jurisprudence, health and the environment *are* problems of design, the social and natural sciences, the humanities and the arts. Any 21st century diversity effort at The New School cannot be separated from the necessity for research questions from faculty and students that not only take into account these

inequities, but seek explanations and offer solutions for them –both within and without The New School. Moreover, a 21st century diversity plan should mandate that such research questions become a central part of the curriculum and therefore serve as criteria for graduation, academic promotion, tenure and administrative advancement.

Similar, Yet Divergent

We commend the Provost for his interest in the success of these two particular student groups. Though the intensity of the social, political and economic realities vary within and across these groups, it is evident both from our study and as demonstrated in the national discourse and volumes of research dedicated to issues of race, gender and sexuality, that these social identity groups face both institutional and systemic barriers in higher education and in the larger society. As we consider these complexities, we also want to be careful to not overlook the opportunities posed by this particular charge. It goes without saying that the multiplicity of experiences for those who identify with these particular groups is vast.

Membership in any one of these social identity groups is never exclusive. For example, people of color are also queer or disabled and are overrepresented among the working poor in comparison to their white counterparts. Consequently, white lesbians and gays might also benefit from white skin or male privilege in particular social settings, within institutions and accumulatively from social and economic policies that have historically excluded others based upon race. Experiences among people of color also vary depending upon class background and status, physical features such as skin color, skin tone and hair texture, immigration status, language, accent and the effects of historical trauma. The tendency to want to merge seemingly shared interests must be approached very carefully as to not exacerbate differences or to give the appearance of competing interests –especially on a campus where there are little to no specialized resources for people of color or LGBTQ people (http://www.vimeo.com/7825993).

At the same time, most "diversity initiatives" in the academy are essentially revealing the limitations of the faculty and administration to effectively address the historical, social, intellectual and systemic complexities and intersections of race, sexuality, class and gender in the humanities, arts and sciences, both at the micro and macro-level with respect to culture, curriculum and research. This is due mainly to critical deficiencies in undergraduate and graduate education. Facing these limitations is challenging for the overwhelmingly white majority of faculty in U.S. higher education. Consequently, some vigorous opposition to the recommendations of this working group must be thoughtfully and effectively anticipated (http://vimeo.com/7826199).

Challenges Faced by The New School

Below we've included what we've assessed are some of the most significant institutional barriers for TNS. We feel that in order for TNS to make any significant or sustainable gains addressing social inequality related to issues of race, sexuality, class and gender in areas of access, representation, equity and academic excellence these challenges must be acknowledged and met head on.

- The absence of a university-wide mission, vision and strategic plan related to these issues

- Historical and contemporary institutional barriers and systemic inequities experienced by groups and individuals specific to race, gender, class and sexuality
- A void of staff who are charged with, accountable to and dedicated to the successful implementation of such efforts
- The lack of evidence of institutional commitment, priority or attention
- The lack of tenured and tenure-track faculty of color
- The absence of senior leadership of color throughout the university
- The absence of Native American students, faculty and staff and the underrepresentation of students, faculty and staff of color
- The lack of a standard which promotes that students' race, gender and income levels be considered in measuring the effectiveness of teaching and learning and programs and services
- The very limited resources dedicated to planning, coordination, evaluation and oversight of current "diversity" efforts
- The absence of an affordable on-campus childcare center available to low-income and working students and entry-level staff
- The lack of part-time and weekend degree program options for non-traditional students
- A loss of institutional memory and knowledge: no centrally maintained archive or records of past initiatives that could serve as a foundation for any current or future efforts
- Attrition and turnover of staff with valuable expertise, insight and dedication to such work
- Dissatisfaction and widely-held negative perceptions among students, staff and faculty of the university bureaucracy, the hierarchical organizational model and closed decision-making processes
- Assumptions that we currently possess the expertise that would enable us see our own limitations related to diversity and social equity

The Process

Our process included an external review of best practices, promising models and structures which could enable TNS to better respond to the needs of these two groups, an extensive review of TNS past institutional reports and a series of focus groups, interviews, questionnaires and surveys. Our approach and methods were developed with support from and interaction with many groups and individuals including students, administrative staff, faculty, alumni, external experts and former staff and faculty.

In consideration of the members' ongoing teaching and administrative commitments and in order to achieve the stated goals, we divided the group into three task-oriented

subgroups. The first being the "internal scan" subgroup, which was charged with gaining critical insight from New School staff who oversee student-centered offices and programs (e.g. admissions, financial services, advising, student development and activities, student health services, etc.) and leadership who oversee various aspects of academic planning at the central and divisional levels.

The second subgroup, "student perspectives" was charged with documenting the views of a sample of SOC and LGBTQ students at The New School – so that the experience of these students and alumni might provide a context to the working group's charge and subsequent findings. This subgroup worked in coordination with various student affairs offices across the institution, student-generated groups and informal student networks to identify students who identify either, or both as people of color and LGBT or queer and were willing to share their insight. The subgroup distributed over 40 in-depth student questionnaires and conducted several follow-up video and audio interviews with current New School students, alumni, staff and faculty close to the student experience (http://vimeo.com/7826219).

Finally, the "best practices" subgroup was charged with identifying and highlighting approaches and structures at other colleges and universities that could strengthen support to LGBTQ students and SOC through modification by The New School. This subgroup extensively researched "best practices," reviewed several institutional mission statements on diversity, inclusion and social justice and planned to interview a sample of experts and diversity officers in the field. They also sought to better understand how colleges and universities who employ these practices navigate competing interests and institutional politics and work to create deep structural change.

Recommendations

1. Hire and charge a senior academic officer within the Provost's office to coordinate, plan, oversee and evaluate efforts for access, representation, social and intellectual equity and excellence within TNS.

Foremost, we believe that in order for The New School to effectively and constructively engage effectively in issues of race, sexuality, class and gender at the academic and administrative levels, a Provost-level officer should be hired immediately to begin to coordinate a strategic planning process for access, representation, equity and excellence in all areas of The New School and begin to transform our institutional culture with the expectation that all institutional planning at the university level will be impacted by this mandate.

This officer should work in close coordination with the Provost and his office to advise on all levels of academic planning and should be fully supported with programmatic, training and research staff. This officer should be complimented by staff at the divisional-level with similar senior status so as to replicate these actions and responsibilities locally within the schools and programs.

For the short term, we suggest that the Provost designate a full-time interim officer to begin to set the parameters for the duties of this office and temporarily fill this current void throughout a preliminary planning and search process.

These moves should be accompanied by the hiring of a senior student affairs officer who can be dedicated to developing a plan for The New School's "intercultural center" and related intercultural student services.

2. Develop a university-wide mission that provides a context for the university community to understand the significance of access, representation and equity in achieving academic excellence at TNS

- Develop a strategic planning structure to assure that structural inequities regarding race, gender and class are consistently represented and inform all academic and administrative planning
- Reflect upon contemporary debates inside and outside of the academy to redefine and complicate "diversity" as it applies to TNS and its "diversity" charge
- Conduct a campus climate study across the New School community, with the expectation that the results of which will enhance planning by measuring current attitudes, experiences, group dynamics and institutional barriers regarding class, race, sexuality and gender
- Make these intentions and plans public and transparent. Senior leadership should frequently communicate goals for representation, equity and excellence. Highlight within institutional reports, major planning documents, promotional materials and display prominently on the university website

3. Establish an Office of Intercultural Life

- Hire a high-level student affairs officer who will oversee coordination, evaluation and planning of support strategies and co-curricular programs for students of color, LGBT and low-income students –taking into account subsequent space, programmatic and staffing needs
- In order to provide effective direct counseling services to students, fully staff this office (of intercultural life) with counselors who have expertise in student development and racial and sexual identity development –as well as education and knowledge of social formations of race, sexuality, gender and class
- Provide comprehensive co-curricular programmatic support to students of color, LGBTQ and low-income students
- Provide opportunities and programs that recognize the important role of families and community in support of SOC and LGBTQ and low-income students (particularly first-generation students)
- Provide and communicate clear local access points to these centralized services (at the divisional level)

4. Establish a highly visible and accessible hub designed to promote both in-group and cross-cultural interactions (i.e. an intercultural center)

- Facilitate opportunities for cross-cultural community building
- Provide space for counseling offices, intercultural programming (workshops and events), student and faculty meeting space and student lounges

- Designate space and resources for "cultural centers" for underrepresented and under-resourced student identity groups –Latino/a, African American and Native Americans and Asian American/Pacific Islander and LGBT/queer students (http://vimeo.com/7826156).

- Take steps to ensure that the needs and perspectives of the "minority within the minority" (i.e. undocumented and immigrant students, transgender students, LGBTQ students of color, poor and working class students and language minorities) are central in the planning and evaluation of student programs and services

- Designate space for a multimedia resource center and pedagogical space centered on themes of race, sexuality, gender, class and historical and contemporary movements for social justice

5. Begin to close the gap of underrepresentation of both undergraduate and graduate students of color

- Develop division-specific recruitment/retention plans to increase the populations of underrepresented minority students (e.g. "URM" or Black, Latino/a and Native American students)

- Design a university-wide capital campaign for a major scholarship fund to grow and sustain representation among these groups for decades to come

- Designate grants, need and merit-based scholarships targeting URM students

- Designate grants, need and merit-based scholarships targeting URM students and other students of color who are undocumented and/or have been displaced from their home communities

- Evaluate current public relation strategies and redesign print and web-based content to ensure that it is inclusive and reflective of the interests and concerns of communities of color and LGBTQ students and their families

- Utilize aggressive and innovative approaches to recruitment and retention to facilitate significant growth among underrepresented student groups

- Increase fellowship opportunities for underrepresented students who are entering established graduate programs, with special attention to the student composition of newly developed programs

- Target fellowship opportunities to students of color and LGBTQ students who attain bachelors' degrees from TNS

- Establish mutually beneficial community partnerships and relationships, particularly among local, stakeholder-driven organizations and campaigns that work for social justice and human rights within the LGBTQ and black and brown communities

- Utilize relationships with area high schools to jointly develop interdisciplinary curricular models that incorporate themes of race, sexuality, class and gender

and challenge structural inequality. This curricula might then be tested in university pre-college and continuing education programs

- Create a task force composed of community and campus leaders to increase the representation of Native American students, faculty and staff

6. Increase underrepresented faculty, both among the full-time and adjunct faculty populations

- Designate resources to support the recruitment, hiring and retention of full-time faculty of color and LGBTQ faculty
- Court, hire and offer tenure to scholars who demonstrate expertise in integrating research with themes related to historical and contemporary themes of race, sexuality, gender, class and social change into their teaching and practice
- Increase representation of faculty of color in tenure track faculty positions within each division, school and program (http://vimeo.com/7826186)
- Assess, strengthen and coordinate academic planning to include policies that will ensure that curricular designers and faculty are provided the resources and incentive to include issues of race, sexual identity, gender, class and social equity into curricula and teaching methods
- Design the appropriate measurements to evaluate curriculum, student learning outcomes and teaching competencies in relation to race, sexuality, gender, class and social justice
- Develop uniform search procedures and policies across the university to promote access, representation and equity in faculty searches –including strategies to strengthen recruitment and a means to monitor applicant pools to ensure racial, sex and gender representation
- Reestablish the university-wide "target of opportunity" fund to support aggressive recruitment and hiring of promising faculty candidates of color
- Establish university-wide endowed faculty positions that will serve to institutionalize research and teaching expertise regarding issues of race, sexuality, gender, class and contemporary themes of structural inequality
- Organize peer-led seminars to generate new research focusing on contemporary issues of race, sexuality, class and gender intersecting various university thematics
- Provide professional incentives for faculty who demonstrate research interests in underrepresented areas of scholarship at TNS related to race, sexuality, class, gender and structural inequality
- Offer on-going university-wide faculty training to enhance faculty competency, knowledge and skills to teach across race, class, gender, sexual identity, culture and social experience (http://vimeo.com/7826119)

- Recognize and reward faculty who demonstrate an ability to critically engage students in issues of race, class and gender through curricular design, course content or teaching
- Provide incentive and recognition to tenured faculty who mentor junior faculty, LGBTQ students, SOC and help to bridge the concerns of these groups to fellow faculty through governance and other forms of leadership

7. Increase representation of people of color in senior academic and administrative positions

- Develop an intercultural competency training program, open to all university employees to gain practical skills and knowledge regarding the role of race, class, gender, sexual identity and social justice in institutions of higher education (http://vimeo.com/7826103)
- Develop antiracism workshops and training opportunities for students, staff and faculty
- Reinstitute internal staff development programs that provide targeted support to underrepresented groups
- Support staff-generated proposals for programs that encourage and support university goals to address systemic and institutional inequities regarding sexuality, race, class and gender
- Recognize and reward staff who seek to challenge structural inequities specific to race, sexual identity, class and gender in their educational endeavors, professional development and the improvement of the workplace climate through their leadership and participation in campus programs and events

8. Establish a "culture of evidence" at TNS regarding institutional planning and evaluation

- Design an institutionally-wide set of indicators to determine the extent to which goals in these areas are resourced and consistently evaluated
- Track and measure achievement of goals, both institutionally and locally
- Adjust plans over time to respond to emerging needs and shifts in the institution, community and society
- Set goals that specifically reference people of color and LGBT/queer people that can be reflected in all institutional planning processes and reports, whether in budget, academic, space, technology, human resources or capital planning and especially in student, staff and faculty recruitment, retention and promotion plans
- Expand current use of data analysis to account for students of color and LGBTQ students, staff and faculty related to learning outcomes, professional development, promotion and attrition or retention

- Commission an annual "State of Access, Equity and Justice at TNS" report which will provide an evaluation of plans, relevant demographic data and can highlight notable structural achievements and challenges from across the university

- Establish a central and easily accessible office where all complaints of harassment and discrimination from students, staff and faculty can be documented and assessed regularly. (This should include, but need not be limited to issues of race, sexuality, gender, gender identity, language, national origin, immigrant status, ability differences –physical and mental, and class or income.)

9. Design additional data gathering tools to more accurately account for the compositional diversity of the New School community

- Develop and utilize uniform measurement tools to account for student, staff and faculty demographics related to racial, sex, gender and sexual identity (when possible)

- Offer a means for individuals to self-identify that is inclusive of multiracial identities, regional and alternative formations of racial identity (with clear distinctions between race and ethnicity), opportunities to name class backgrounds and current class locations, geographical affiliations (tribal, ethnic or cultural affiliation, in addition to country of citizenship or national origin) and opportunities to locate oneself throughout a range of gender expressions (non-binary, non-conforming, two-spirited, etc)

- Take necessary steps in the maintenance of university records (i.e. email accounts, identification cards and transcripts) to ensure that bias is not directed toward individuals who may be transitioning or expressing changes in their gender identity

- Conduct annual campus climate studies to measure current attitudes and perspectives on issues of class, race, sexuality and gender among TNS community to better inform curricular and co-curricular planning

10. Strengthen communications and information sharing between low-income students and families and TNS to ensure access to financial support opportunities

- Present all materials, communications and web interfaces in language and formats that are inviting, culturally relevant and accessible to individuals and families who may not have attended college

- Design interactive workshops for families of current and prospective students to be held on campus and presented in various community settings (community centers, houses of worship, community colleges, etc.)

- Offer admissions presentations and campus visit programs in Spanish (and perhaps other languages, if there is a determination of an unmet need), so that families whose first language is not English will have the opportunity to better understand their critical role in their student's educational process and feel more welcomed by TNS community

11. Assess campus spaces and social climate

- Assess how issues of race, sexuality, class, gender and structural inequality should best be implemented into a university-wide general education requirement, with special attention to the students' "first-year experience"
- Make considerations regarding ability, sexuality, race and gender identity in space planning
- Update gender-binary signage for restrooms and other facilities and offer more gender-non conforming or gender-neutral alternatives
- Evaluate signage, images and other visuals to ensure that they promote the inclusion and a welcoming environment for people of color
- Provide a training that helps establish informal networks of support for LGBTQ students, (such as "Safe Space" or "Safe Zone") for all student affairs, support and services staff –both at the central and divisional levels
- Offer annual antiracism training opportunities to all students, staff and faculty
- Include antiracism training opportunities as a part of the university's designated professional development programs
- Provide recognition to all who complete trainings along with additional incentives including course credit, stipends, release time, project micro-grants and recognition in annual staff performance reviews

Next Steps

- Under the Provost's leadership, designate an ad-hoc group of senior university leadership charged to work in coordination with other key stakeholders to review these recommendations and prioritize goals for the short and long term
- Present the findings of this report to senior administrative staff and academic leadership
- Present the findings of this report to the student body
- Present the findings of this report to all key stakeholder groups: administrative staff (including union clerical, facilities, security and food services staff), faculty and external stakeholders (trustees, board members and alumni)
- Designate a "blue ribbon" panel composed of senior faculty, students, staff, alumni, trustees and other key internal and external stakeholders to develop a long term diversity strategic plan for TNS –using elements of this report as a foundation
- Begin to assess what current internal and external resources (human and budgetary) should be directed to these efforts. Estimate the potential impact for each administrative office and academic division.

- Employ the knowledge and expertise of external stakeholders from community-led and grassroots organizations in the area who focus on issues of race, sexuality and class, education and public policy to help inform our process
- Promote and resource ongoing engagement with the issues and themes raised in this report (via educational programs, public relations, campus-wide discussions, etc.) throughout the New School community
- Determine priorities, designate responsible parties and set strict timelines for identified outcomes
- Consider the tools necessary for oversight and accountability of the immediate planning and implementation processes (http://vimeo.com/7826255)

Acknowledgements

We wish to acknowledge some of the New School leadership who provided assistance and enabled key connections to be made with staff, students and faculty. This included communicating the importance of our working group to the appropriate office leadership, providing us access to staff with specialized knowledge and experience, allowing release time for staff attendance to focus groups and interviews and time for participation in questionnaires and surveys. These individuals include (but are not limited to): Linda Reimer, Bob Gay, Eileen Doyle, numerous people within The New School student affairs staff and a host of divisional staff.

Additionally, this project would not have gotten off the ground without the visionary leadership from Provost Tim Marshall. We are inspired by the possibilities at TNS and excited to better understand and support the Provost's mandate around issues of education and social justice in coming months. Also, Doug Shapiro and institutional research were particularly helpful as we worked to develop and improve our methods for information gathering. We received additional support from the provost office staff including Elizabeth Ellsworth, Elizabeth Ross, and Amy Minter.

Most important to our process are the students who have framed the challenges and opportunities, offered new perspectives on the issues and helped us understand their experiences and the experiences of other students like them. These students took the time out to seriously consider difficult questions and communicated their hopes and expectations that we rise to the occasion and make immediate progress. We can do most to show them our appreciation by getting to work and reclaiming the history and legacy of The New School.

APPENDICES

Working Group re. Support for Students of Color and LGBT/q Students
Divisional Student Affairs/Advising
Focus Group Notes
10.09

Attendees: Jonathan White, Asst. Dean of Students (Lang), Juli Parker, Asst. Dean Advising (Parsons), Joan Morgan, Dir. Records & Administration (Mannes), Tsuya Yee, Dir. Student Academic Support (NSSR), Chrissy Rhoden, Asst. Dir. Student Academic Services (NSGS)

1. Bases upon your recent experience, what do you observe as general emerging trends in student affairs?

The economic crisis:

- Beginning in the spring, the economic crisis had caused students to need more financial support
- Does the fact that the school is expensive now create a situation where students now cannot attend at all, versus needing more levels of support before?
- Cost of TNS prevent us from having a more diverse student population
- Funding is a constant issue for almost all students
- Students question the elimination of the "Diamond Fellowship" (multiyear, full tuition, including stipend for social research students)
- Students of color and undergraduate and graduate level often ask about any special scholarship opportunities for students of color at TNS
- Great need for significant scholarships to support students of color. This need has become very apparent in recent semesters
- First generation students who are many times also students of color, lack sufficient support for housing, even if they receive other forms of support for tuition, etc
- This also impacts local/NYC students, who tend to be a more diverse student group
- These students often face long and late night/early morning commutes, a lack of technological resources at home and in their neighborhoods
- Students (who need it most) lack opportunities for social integration since they tend to have less time on campus and leisure time (due to commutes, family obligations and employment)
- These factors impact student success and retention
- Significant increase in Leaves of Absence among students (at NSGS) who identify their leaves as due to financial constraints
- Deferrals of Admission also increased this fall (admitted, but declined to begin studies this fall). Many of these were also due to inability to pay
- Study abroad opportunities have been limited due to financial concerns, which effects student satisfaction to practice intercultural learning

Student Space Needs:

- Classes are overcrowded
- The pressure to meet enrollment and to fill classes might effect the opportunities for course and curricular offerings that introduce issues of race and sexuality to students
- The relocation of programs from 65 5th Ave has caused the elimination many formal and informal student spaces
- Due to the lack of specialized support for students of color means that informal networks and the sense of community among these networks becomes more critical
- Informal connections that students make (in the few common spaces available) is increasingly

threatened due to the necessity to utilize common spaces for meeting and event space

- Many students (at Lang, in particular) are find an interest in using performance as a means to build community, spark debate and raise consciousness around issues of race and identity. This space is very limited on TNS campus
- Institutional expectations for enrollment increases have caused enormous pedagogical space challenges

Other:

- The underrepresentation of students of color, makes it difficult to gauge student expectations and concerns
- Student course loads make it very challenging for students to find time and space for engagement around issues of identity and to participate in campus groups
- Courses focusing on issues of race and/or sexuality are not required in most cases (with exception of race/gender focused programs at Lang)
- The failure to retain, support and promote faculty of color has effected student opportunities for race content-oriented courses
- Used to be a gender studies program at NSSR, now there isn't
- At Mannes, students have little opportunity to be social. In fact, many students meet in the line during commencement
- Students are younger now (particularly in graduate programs), more are full-time and have expectations for more community building and support opportunities
- Attendance to student orientation social events (receptions, etc) increased at NSSR
- What do we need to know in order to support younger students (developmentally, etc)?
- Students have requested interdisciplinary study group opportunities, but were prohibited funding for food or beverages
- There is little incentive for majority students to care about content in these areas
- Core requirements sends a message that curriculum that is inclusive to these issues is out of context (e.g. what does “race” have to do with classical music?)
- Curricular opportunities and support v. student development/support
- Domestic issues of race are sometimes avoided by a focus on the “international” impact of issues.
- This tends to silence the voices of domestic students of color who are outnumbered by international students who often come from social and economic privileged positions in their home countries
- Not much leadership/research backgrounds for students who would like to pursuit scholarship in domestic issues of race (NSSR)
- Due to the emphasis on competition and academic rigor of graduate studies, students struggle who seek (at the very least) the social space to not suffer from isolation
- We shouldn't wait and expect that students to “tell us what they need”. As professionals in the business of education, we should be familiar with the large body of research regarding social identity development and the intersections with the physical and intellectual
- While in college, students should be exposed to new ideas and debates that challenge previously held assumptions about history, groups and social issues
- Even though the campus seems accepting of queer folks, there is little proactive support provided to students, faculty and staff who identify as LGBT/queer
- Assumptions that TNS is supportive of LGBT/q populations is likely due to the fact that TNS sits in a historically LGBT/queer neighborhood
- There's a difference for students being “tolerated” and an experience of their identities

being appreciated, respected and proactively engaged in an institution

2. Do issues of race and/or sexuality surface in your interactions with students? If so, what's the context for this?

- “Coming out” process for students is often a life-transforming process and support around this process can be central to students ability to find family support and thus to whether they can stay in school and succeed here
- Race comes with students of color around in the contexts of financial resources, needs for cultural (intercultural) space and classroom interactions (with faculty and students)
- Lang: With the seminar model, it's a constant exchange of opinions and some students are misinformed around issues of race.
- Students of color are often set up as “learning tools” for majority students
- Students of color are often the only student of color, or only Black, or Latino/a student in any one class
- Faculty's ability to facilitate informed discussions of race varies.
- “My classmates don't have my back and my professor doesn't have my back”.
- Race comes up often with one-on-one student/advisor interactions
- More and more, student issues of race are related to experiences with faculty

3. To your knowledge, are there any division-specific programs, policies or services that are targeted toward these two groups?

- Student-generated identity groups (Lang)
- Curricular: Minor programs on race/ethnicity, gender studies, etc (Lang)
- (outside program) A faculty member provides information about a program that support students of color interested in PhDs (Lang)
- Advising seminar tries to consider potential affinity groups and mentoring opportunities between students and faculty (Lang)
- There is some division oversight of the merit-based University Scholars program (designed for students of color)
- University Scholars is limited in the level of support and varies across the divisions
- ISS conversation partners program
- Not aware of any special programs (across the university) to offer targeted support, but their needs to be

4. Can you identify potential barriers that might prohibit targeted support be provided these groups?

- Need to institutionalize these targeted services
- Recognize the risk that these services run the risk of becoming yet another level of bureaucracy
- Student-driven groups seem to be the most successful
- Student graduation/lack of consistent student leadership
- Absence of community/intercultural space
- Students' experience of isolation prevents them from being a part of the univerisity culture
- Marginalization sends a message of “you're on your own”
- University leadership's ability to understand the critical importance of such support
- What is the university's incentive in supporting these students?
- It seems that we are at a critical point. With the combination of the economic crisis,

overcrowding and course loads that we may see an decrease in retention
- Students may decide to go elsewhere where they can get the support they expect (recognition of their identity, curricular opportunities, etc)
- Our university culture of crisis and reaction, versus one of vision and proactive planning
- Meeting/planning heavy culture causes inaction
- "Diversity" and debates about definitions of, and agreements upon definitions burn people out who are otherwise committed
- Lack of a mission for diversity at the university level.
- Divisions need a structure and leadership from the university to get local support and accountability

5. Do you have any suggestions of exemplary programs or models that we might pursuit to strengthen support for these groups?

- Seems that more support for faculty to better navigate and support discussions around these issues is critical at this time
- Funding for such programs
- Incentives for faculty research and student projects or independent studies
- Credit for community-based learning around these subjects
- Perhaps loans can be replaced or packaged at lower amounts to soften the financial burden and debt on students/families

Working Group re. Support for Students of Color and LGBT/q Students
Student Financial Services
Focus Group Notes
10.09

Attendees: Andrea Damar, Assoc. Dir. of Financial Aid; Barbara Garcia, Assoc. Dir. of Student Accounts; Tai Gedeon, Asst Dir. of Financial Aid; Lisette Gonzalez, Asst. Dir. of Student Accounts; Craig M. Tiede, Manager, Campus Visit Programs

1. Do issues of race and/or sexuality surface in interactions with students?

Student Employment:

- Threat's to a family's financial commitment to a student once a student has "come out" (sexual identity)
- Class centers all interactions with students, due to the nature of this office
- Issues of race and sexuality do surface, though students sometimes see these as a byproduct, but many times these factors can fuel the problem/crisis at hand
- Staff need to understand the "heart of the issue" in order to provide students with all possible options for assistance

Welcome Center:

- This office comes into contact with a wide diversity of students/families
- Importance of exposing/providing interactions to prospective students/families with a diverse staff (racial/ethnic and sexual diversity)
- Often, during these visits students are investigating whether "they will fit" in at TNS
- Find that it is important to speak to the fact that TNS is a welcoming environment
- Sometimes get questions about campus groups available for students (intercultural, religious, LGBT, etc)
- Though questions seldom focused on diversity, those that do come from a place of discomfort with diversity
- For example, most issues of diversity that do surface as opposition to, not "why isn't there more?"
- Since families come while classes are in session, they get a visual of what diversity does look like at TNS
- TNS large student population is mentioned to communicate that students will be in contact with diverse array of students (philosophically, experientially
- Shared an example of a transgendered parent who was on a tour and how it was apparent that other families were uncomfortable or at least curious
- Shared an example of a student tour guide who is gay and "flamboyant" and how this is great, but that it's obvious that some are taken aback and maybe wonder, "is this really what Parsons is like"?
- Students provide written evaluation of the visits
- Student-staffed front desk provides most of the information regarding student intercultural opportunities

2. Are race-conscious policies available to support students of color from low-income backgrounds?

- Bound by policies that emphasize income only
- Numbers drive policy
- Demographic data (such as geographical) is considered in the counseling process during an interaction
- It may be a disservice to have race-conscious policies and programs
- Class might be more of an issue than race for students (if one needed to compare the two issues) who access financial services
- If race were taken into account this might cause students' problems to be overlooked
- If issues of race and/or sexuality were to impact policies or programs, data should be aggregated with income/financial data

3. Is racial/ethic, gender, sex data considered alongside financial in policy/program design/evaluation?

- No. For many purposes (billing, for example) it doesn't factor in.
- Student accounts: I don't think so. (For example,) when a student cannot make a payment on their bill, we try to figure out why and how we can help.
- Any individual student receives the same degree of service.
- If issues of race and financial background would be considered together in programs and policies, it would be important to know how this would be helpful
- The only program that uses race as an indicator is a scholarship offered here. Students of color within certain income brackets, you could qualify for this scholarship. Amounts for the award can vary depending upon division & need, etc, but a ball-park figure might be about 1000.00 for any one student
- For some, this aggregated data is available but might hesitant to use, since it unintentionally might reinforce racial stereotypes
- Cross-referenced data could be interesting and helpful in that it could better inform administrators of who is being served and what changes might be made to make policies more inclusive and effective

4. (General) Emerging Student Needs

- High-demand culture of students (students expect an immediate response)
- Assumes that students would expect conflicts around identity to also be "fixed" immediately
- Questions from students and families are very individualized
- Students/families expect that TNS will be able to meet their individual needs
- If we are looking to create more opportunities for these student groups, we need the resources to do this effectively

5. How can TNS better prepare and provide resources in support of your work in these areas? Suggestions?

- Acknowledge the value of a diverse staff
- More sharing of information among and across offices about issues of race, sex, etc and class (financials) might be helpful
- We must see students as a whole self (taking into account their identity, background, trajectory, etc) and not just a student who has financial need
- Many of us have a diverse staff (racially, etc) and thus many can identify with some of the issues students are presenting –having been in similar situations
- This diversity brings an authenticity to the services we provide

- The cultural competency that individual staff members of color bring helps to provide more informed relationships and effective communication with low-income students of color, and otherwise
- Serve as a place where students can receive referrals to access other programs and services that they otherwise might not be aware of
- If we only treated these issues as financial, it would be a "quick-fix"
- We should aim to provide the students with a comprehensively positive college experience
- You may be able to help them "get through school", but they may leave as alienated as when they arrived here
- Students need help in navigating the support services that we currently have and support in augmenting these to better meet their needs
- Even if students do get financial support, they must receive other forms of support
- First generation students need special programs to help get them through the system (support, monitoring, etc. -e.g. UMass)
- Staff need better understanding of the opportunities on campus to be able to steer students
- We need to address areas where we lack capacity to currently meet needs (due to student volume, understaffing, etc)
- As an urban campus, we need to better understand non-traditional ways students currently access support outside of the institution
- Students need more advocacy and support in general
- The most impact for these students might be possible from additional support services, not necessarily financial services
- New student workshops should be considered (stress/time management, community building, empowered to take advantage of opportunities here)
- Staff can work to empathize and relate to issues that individual students are facing, but all could be better equipped with more background and preparation to more effectively lead in this work
- As an administrator, I want to be able to ask: what could we bring to this work if we had this preparation (access to training, models, etc).

6. Based upon your recent interactions, what do you see as common student needs?

- Students tend to latch on to individual staff if they have a positive experience
- Student's issues are rarely only specific to issues of financial aid
- Student's look for people who will listen to them
- Meet lots of students during welcome weekend from which important relationships with students are built
- This extra attention sometimes can be taxing
- Unfortunately we are limited in what we can offer students internally. Often we need to tell students to look elsewhere for financial support
- Students feel entitled to support
- Student's ideas of recourse for their problems are sometimes uninformed or misguided
- Students don't have a central place/office to be able to bring concerns around issues of identity, diversity, etc –they sometimes come to the admissions info. desk

7. How does your office measuring the effectiveness of your services or programs?

- Campus visits: rate tour guide, whether information provided, etc., assessed every month; no demographic data re. race, gender, sexuality is collected, but might be interesting to incorporate
- A student-focused customer service "Survey Monkey" was distributed last year, though not sure what came of it

8. Are there any suggestions that you have or other questions we might consider related to our charge?

- Learn more about how outside programs use aggregate data in program planning, etc (e.g. Questbridge, etc)
- I like the way we do things. Doesn't seem that drastic change is necessary.
- There is a strong correlation between race and class, but with the income indicator we will catch all students
- Perhaps trainings around student administration, history, movements, policies and trends could be helpful
- More interaction and sharing of strategies across departments/collaborative planning
- Building relationships between administrators (within and outside offices) is important to maintain morale and introduce collaborative opportunities

Working Group re. Support for Students of Color and LGBT/q Students
University Student Affairs
Focus Group Notes
10.09

Attendees: Nick Crepps, Asst. Dir. Student Development; Alex Vasquez, Asst. Dir HEOP/OIS; Tom McDonald, Asst. VP Student/Campus Life; Lorianne Schrader, Dir. Student Support & Crisis Management; Roseanne Salvatore, Dir. Career Dev.; Monique Ngozi Nri, Dir. ISS; Susan Heske, Dir. of Communications/Special projects, Student Services; Shannon Logan, Asst. Dir. Student Development; Keisha Davenport Ramirez, Dir. OIS & HEOP

1. Do issues of race/sexuality surface in student interactions? How?

- Yes, they have always surfaced in numerous ways (she's been at TNS for 20 years)
- Students are concerned that recruitment materials/visuals suggested that there is more diversity at TNS than actually exists. Surprises students when they arrive on campus to see that student of color populations are rather small
- Students need help negotiating conflicts with faculty around experiences of racism and homophobia in the classroom. Fear retaliation in grading, etc
- There are no physical spaces on campus designated to support students' exploration of identity (cultural centers, etc)
- Staff who are viewed as allies by students of color or LGBT/queer students often become their only support, as there are no staff dedicated to this on campus
- Students complain about the lack of choices of majors/minors and curricula that center on studies of race, sex, gender and class
- Is the most recent research on culturally relevant pedagogy and social identity development utilized in faculty training around teaching to students of color and LGBT/queer students?
- If there are such opportunities, how can students identify these
- Wonder if there is active curricular planning in progress to address this concern
- If there is such planning in progress, how is the importance of this planning communicated? Can it be communicated to the student body as a whole
- Issues of race and sexuality comes up often in the general counseling context (career planning)
- Students bring concerns about the experience of being looked to speak on behalf of their racial or cultural group
- A gay international student delivered a commencement speech, in which he talked about the significance of his experience here and his sexual identity. It became a place of discussion
- Issues of race/multiculturalism and international student concerns are often presented as in competition with one another at TNS
- Though our university prides itself as one of the most international schools in the U.S., our international population tends to be rather monocultural
- There are very few international students who come from Central America, Africa and other regions where there are international students of color
- Though somewhat in isolation, there are issues of race, racial identity and racism that intersect with and international issues at TNS
- Difficult for students of color to access resources

- Because of racial/economic barriers, students of color are more likely to need spaces on campus (to utilize technology, take a nap, etc) since they are more likely to need to work and commute
- Difficulty in finding meeting space to plan events and programs around issues of identity that should otherwise be provided by the university
- The expectation to have to engage in these issues at that level while maintaining a full course-load and outside becomes a burden
- Parsons HEOP students feel they face "racial profiling" re. accusations of plagiarism
- In general, students don't seem to believe that TNS climate presents problems re. issues of sexuality.
- Many face conflicts outside of the institution (home, work, etc) and need support in what it means to live in the world as LGBT/queer
- Students seem to need support in navigating the coming out process
- The coming-out process does take a toll for students who are also students of color, first generation and low-income students
- Students bring up the issue of race (particularly as it surfaces in classes) all the time
- Students expect that the curriculum would be more representative
- Students wonder why the school isn't as representative of the city's diversity
- The double-jeopardy of race and class creates a real struggle for students and makes issues of racial inequality more visible
- The commute is difficult for many low income students of color which makes meeting friends and creating a sense of community difficult
- Low income students cannot afford to hang out on campus because they need to leave to go to work
- Much of the socializing among students happens in bars and these students can't afford this
- Students don't believe that there are students here who they feel can empathize with their struggles
- At major events (commencement, convocation), students realize how white and male dominated the power structure is at TNS. In these moments, the lack of diversity is very clear
- Recent faculty meetings were similarly striking –white (mostly males) were the individuals who were speaking and taking leadership on behalf of the faculty
- Informal relationships serve as cultural support for many students of color (with staff of color, security guards, etc)
- Considering the recent student and faculty activism on campus, the exclusion of issues of race, gender, sex and class is a problem
- Corresponds with the fact that there are so few faculty of color
- There were HEOP students who were excited about the activism last year, but quickly understood that issues important to them were not included. These students felt disempowered.
- It's unfair to put the expectation that students who are most effected need to take leadership and organize, since these are the students who are often the most disempowered in the institution (i.e. "it's your responsibility to create the change you need from us")

2. Based upon your experience, what do you observe as general emerging student needs?

- Need for faculty of color and high-level administrators of color, so that students can feel that their concerns might have a better chance of being taken seriously
- Diversity should be rewarded in the promotion and tenure processes. Otherwise, faculty who bring this expertise won't have the political capital or job security to pursuit these issues
- Top down systematic, constant evaluation is needed of TNS values, goals and objectives regarding the success of students of color and LGBT/q students
- TNS needs to take leadership on these issues
- TNS reputation
- Harassment is still a problem at TNS (around issues of race, gender, sex, etc)
- Workshops and training for faculty and staff around issues of race and sexuality
- LGBT students here are reporting high levels of alcohol and drug use, risky sexual behaviors and other health issues
- Without a mission, the TNS needs a strategic plan with diversity at the heart
- There cannot be a university-wide diversity initiative without a strategic plan
- These issues need to be articulated by TNS as important. This hasn't happened, so we need to consider what message this communicates
- Without communication from the "top" of diversity-centered goals, there will not be institutional buy-in
- Continuing to only offer isolated and disjointed programs and projects will fail to create any real institutional change
- Must be top-down/leadership starts at the top
- Difference between how TNS presents itself (historically and contemporarily) versus how it is experienced by these groups
- Externally administered, university-wide diversity audit
- Students are becoming younger, particularly graduate students and so they expect more services and opportunities for social interaction and identity development
- Student ask why there isn't a student center (student social spaces
- Since the student body isn't representative of the community, often times critical needs for underrepresented students are not sought
- If there were training for staff and faculty, there stands a better chance that issues relevant to students of color and LGBT students would be seen in the systemic form (as opposed to isolated needs or unfounded grievances)
- There is no expectation that issues of race, gender, sex or class be considered in the delivery of services or the planning or evaluation of programs, therefore they aren't

3. Do you currently facilitate programs or offer services that specially target students of color or LGBT/queer students?

- OIS encourages student-driven programs to address these issues
- The HEOP program directly addresses these issues on a day-to-day basis. This is what the program is intended to do
- The loss of the HEOP student space was a blow to students from these groups, as they found that space there only real community space at TNS
- HEOP is very limited on the students it touches (those in the program)

- HEOP is limited to two divisions (Lang & Parsons) and a finite number of students who qualify for the program
- Non-HEOP students often seek out HEOP staff for extra support
- Without HEOP-like opportunities in the other divisions, we risk not providing students from these backgrounds access to TNS
- Without those perspectives in the other divisions, institutional change is less likely, since students consciousness and community typically drive this type of change
- The promise for student space over the last 6 years has resulted in a new decrease annually
- Diversity issues are also raised time and time again, without any significant progress and in some cases have become more dire
- Space (academic, student affairs & support services) is crucial to success of these student groups
- Students want a degree, but they also want to know that they are cared for and that the institution is prepared to meet their needs –academically, developmentally and co-curricularly
- Are there semi-annual reviews of academic and administrative policies (as there are for student affairs policies)?
- Do these policies include language around race, sexuality, gender and class, or are policies based upon the assumption that since we are TNS, that is inherently understood that we care (because of our history)?
- Student complaints come up around gender-identity bias from the university (records, gender binary data collection, facilities)
- There are many voices who aren't heard in addition to these groups (non-traditional students, etc)
- Lang and Parsons are privileged in conversations regarding student needs, which leaves out other perspectives (e.g. students experiences of homophobia at Jazz, but not at other divisions)
- For some who provide direct services to students (counseling, health, etc) it's like they work at 8 different universities because students' experiences vary so often

4. How do you currently account for demographics related to race, gender, sexuality and class in the evaluation of your programs and services?

- Demographic data regarding race or sexual identity is rarely collected in student affairs at this time
- Gender binary (male or female) and domestic v. international is collected in some programs/services
- Student affairs is beginning to develop assessment methods for programming
- There are event-specific evaluations in some cases and monthly program reports that are provided
- Success is relative across the department in student affairs
- A visual assessment of student affairs programs/services would show that there are little to no programmatic opportunities for students of color and LGBT/q students

5. Do you have suggestions for further resources or exemplary models that TNS might consider in pursuit of this working group's goals?

- Unconscionable that we have had numerous high-level hires in the provost office in recent months, yet no one thought it important that someone be hired and charged with overseeing this work
- Its not rocket science. Hire someone, fund it, etc.
- This doesn't need to draw out a process. The work has been done in numerous iterations in almost every institution of higher-education in the U.S.
- Solutions will come once the process gets underway. We just need to get started
- Sarah Lawrence College is doing really interesting things around these issues
- Even a conservative school (Lehigh) has made strides in these areas. Even performance around diversity was measured in reviews/promotion
- This needs to be a top priority for this university
- People must be held accountable
- Need to recover the HEOP space and career center. Support the structures in place and provide the additional structures
- University space committee's process needs to be more transparent (public meetings, distribution of the minutes)

Univ. Working Group: Support for Students of Color and LGBT/q students

Divisional Leadership for Curricular Planning

Survey Results re. Issues of Race and Sexuality in Curricular Planning

11.09

Note: All appropriate divisional leadership were invited to participate in this survey. Participants included Lang, Mannes, NSSR and Parsons.

The goals of the questionnaire as communicated to participants were:

1. To facilitate an exploratory conversation –which could lead to more support for such programs and further work around these issues

2. To better understand the challenges and opportunities you see based upon your unique experience and perspective at TNS

3. To improve the experience of these student groups by communicating needs for stronger support as they relate to these issues

Question	Division	Response
1. Generally, what do you observe as the general emerging needs or trends in curricular development?		
	Lang	I'm not exactly sure what you're asking here. Lang has several new majors in the works which should attract a diverse student body, including Screen Studies and something on media and social networking. Social sciences majors, with a track into legal studies, should also help.
	Mannes	Our curriculum is highly specialized, and professionally focused for the classical musician. Minority concerns (involving race and sexual orientation), when they are addressed at all, surface within larger courses with broad concerns.
	NSSR	Typically the Dean's Office is focused on helping the department chairs allocate faculty resources in order to deliver curricular requirements and electives. Decisions on the topical substance of the curricular offerings are usually left to the department. Overall, it's perhaps worth noting that our social science departments are asked to develop curricula for graduate as well as undergraduate training, large university lecture courses that serve the entire undergraduate population, and some adult BA students. Significant trends overall are focused on delivering core foundational courses as well as distinctive and/or interdisciplinary electives. We are also

		aiming for thoughtful, advanced planning of curriculum, and on the advancement of meaningful exchange between the social science departments, philosophy as well as an emerging set of links between the social sciences, the humanities, and design subjects.
	Parsons	Both at Parsons and in art and design education more broadly, experiential learning seems to be the most emergent trend; that can include everything from external partnership engagements with corporate and non-profit partners through situated learning experiences off-campus.
2. What do you see as emerging student trends regarding curricular development relevant to students of color? What about LGBT/Q students?		
	Lang	Again, I'm not exactly sure what's being asked. We have new academic minors in gender studies and ethnicity and race, which have just officially come on line this year. We have offered one or two courses each year specifically targeted to queer studies while many courses deal with racial issues (in history, literature, popular culture, etc.). We are in conversation with another institution to jointly develop an academic minor in queer studies.
	Mannes	I am aware of concerns regarding music by African-Americans and people in the LGBTQ community, but there have been no student inquiries in this direction so far.
	NSSR	Many NSSR faculty are concerned about diversity and make an effort to incorporate a race/gender component into the curriculum. Our students could also provide feedback through various groups (gender/feminist reading groups; supporters of women in philosophy; Graduate Faculty Student Senate) and there are department representatives in each of the social science programs. Some graduate and undergraduate students as well as faculty have been coming together through initiatives/talks on gender studies and race and ethnicity studies run by faculty most notably associated with Lang College (but who have opened these talks to full community).
	Parsons	A not very recent trend has been to broaden course offerings so that the object of study (for example, in art and design history classes) is not framed

		based on a white, European normative experience. Parsons can certainly move in that direction. But perhaps the most useful class would be a meta-course on teasing out normative points of view in the representation of design, experience and culture. Similarly, a meta-course on art and design historiography would also be useful, in teasing apart the ways in which histories of all sorts are highly politicized and ideological constructs.
3. Do issues of race and/or sexuality ever surface in your interactions with faculty and administrators around curricular planning? If so, how does this typically happen? What is the context?		
	Lang	Specifically around the new and proposed minors, of course, at the time of planning for the following academic year. The 'issues' are what would be covered in the class or in the program.
	Mannes	Less in the area of curricular planning than in specific issues or topics that come up within a specific class
	NSSR	Most of our departments are concerned with hiring faculty who are able to incorporate a diversity component into the classroom. Other departments hire faculty whose primary research interests are in racial and/or gender diversity. Faculty and student conversation may often occur around hiring and teaching expectations. Over the past decade, an significant number of new faculty have had some component of research and teaching associated with gender/civil rights issues, identity politics, post-colonial studies, radical history, and "the body" or body images.
	Parsons	The question only arises insofar as Parsons' diversity initiative is discussed as part of the mandate of the Parsons-wide and individual school curriculum committees, and faculty are interested in how the initiative might be thoughtfully implemented.
4. Can you identify possible barriers that faculty might experience in accessing support for identifying or utilizing resources relevant to issues of race and/or sexuality in curriculum?		
	Lang	No; are there any? Resources, I mean. There are no barriers to accessing resources because there are no resources? We have encouraged faculty to discuss forthrightly issues of race and gender in class and would be willing

		to provide additional training/development for faculty wishing to develop better facility in handling those discussions. I think we need to know what resources would be most helpful for faculty.
	Mannes	No greater barriers here than in other areas or resource or innovation.
	NSSR	NSSR has a small faculty responsible for delivering the NSSR and ELC social sciences curriculum, these faculty members are often teaching required courses that may not be oriented specifically around issues of race and sexuality, but electives may incorporate components of these issues. It would be valuable to you to survey faculty more generally if desired. It may also be valuable for the university to think about setting aside funding for faculty hires that specifically encourage work in these areas.
	Parsons	Perhaps having the appropriate faculty on staff who could teach such classes. (However, it appears that ADHT has at least one position amongst upcoming searches to fill this need.)
5. Are there currently policies, programs or models in place in your division to assure that faculty are provided tools to teach content directly related to the histories, experiences and contributions of people of color?		
	Lang	No
	Mannes	No
	NSSR	There are no specific policies, but faculty in some departments have extensive expertise in these areas and may share via research colloquia, conferences, other conversations that emerge at the department level.
	Parsons	The diversity policy is intended to broadly address equity and representation in this area. We are beginning to develop programming to support this initiative, through faculty brownbags.
6. Are there currently policies, programs or models in place in your division to assure that faculty are provided tools to teach content directly related to the		

histories, experiences and contributions of LGBT/q people?		
	Lang	No
	Mannes	No
	NSSR	There are no specific policies, but faculty in some departments have extensive expertise in these areas and may share via research colloquia, conferences, other conversations that emerge at the department level.
	Parsons	The diversity policy is intended to broadly address equity and representation in this area. We are beginning to develop programming to support this initiative, through faculty brownbags.
7. If not, what do you feel might be the barriers to establishing such expectations or policies?		
	Lang	I don't think we need policies; I think we need faculty support to develop the skills and knowledge to facilitate what can be difficult classroom discussions, particularly in the Lang classroom, which is predominantly white. We also need to think about faculty mentorship and providing support for faculty of color in their advancement. We have few enough faculty of color that I think they face higher service loads in order to work with and mentor students as well as attend various events.
	Mannes	I see this as less an issue of barrier than of faculty initiative. To illustrate this point, I point to one of our female faculty who has incorporated content emphasizing women's contributions within her music history classes, and encouraged her male colleagues to do the same.
	NSSR	The Dean's Office does not control the topical offerings of individual departments so it would be out of keeping with department autonomy to develop policies that dictate course offerings. Chairs have a standing meeting with the dean where such issues can be discussed and student representation exists on the chairs council as well. Student representatives from every department also meet monthly with the dean. Agenda items can be set by student and issues such as these could be raised.

	Parsons	(No response)
8. What are the evaluation methods you use to measure effectiveness of curricula in meeting programmatic objectives?		
	Lang	This is in development.
	Mannes	Administrative consideration of student and faculty reports at the course scheduling stage.
	NSSR	Chairs evaluate their curriculum regularly with their faculty in an ongoing fashion, but certainly through the fall when thinking about the following academic year. Department chairs are asked to bring their curriculum to the dean's office for discussion and hiring plans as curriculum is put together. In many universities (and as has occurred here) departments have engaged in outside evaluations by experts in their field and receive reports from their evaluations to help think about strengths and areas to reevaluate/improve upon. Departments may also evaluate their program objectives when looking at student progress on qualifying exams and other academic benchmarks.
	Parsons	A variety of instruments are used: Advising has a student satisfaction survey, and we use the end of semester evaluation forms in all classes to gather information about students' experience of their own learning. Moreover, we have established school curriculum committees that work internally to regularly evaluate the curricula of each of the programs within the school, while the Parsons Curriculum Committee oversees curriculum more broadly. We rotate external program reviews, and are in the process of conducting a comprehensive review of our undergraduate programs that has sought out the feedback and opinions of a variety of constituents: alumni, faculty and staff included.
9. Who is charged to coordinate and oversee this evaluation process?		
	Lang	Likely me [the associate dean], along with a faculty committee.
	Mannes	I assume I am, as Associate Dean of Academic Affairs.
	NSSR	Again, department chairs coordinate curriculum review each year. Dean's offices are also helping or providing support, as needed.
	Parsons	The school deans are responsible for oversight into what happens in their schools (School Curriculum Committee), but the Associate Dean for

		Curriculum and Instruction (as co-chair of the Curriculum Committee) has oversight of the work of the Parsons Curriculum Committee. The undergraduate review is overseen by the Associate Dean for Academic Programs.
10. Is (student outcome) data (course evaluations, etc) organized along racial/ethnic, sex or gender, sexual identity and/or economic demographics?		
	Lang	Well, course evaluations are anonymous, so we couldn't use them and we don't currently have a robust way of assessing learning outcomes.
	Mannes	No
	NSSR	We don't do this.
	Parsons	No, it isn't. It would be interesting to consider though. Right now, I'm sitting on a university committee chaired by Carolyn Comiskey that is re-designing them. Perhaps you want to suggest this to her for discussion
11. Are you aware of exemplary models or approaches to curricular planning regarding issues of race and/or sexuality that you feel could be beneficial to The New School?		
	Lang	No but I'm sure there are many.
	Mannes	No, but I have been involved in discussions in professional societies (Society for Music Theory and American Musicological Society) relevant to my work at Mannes.
	NSSR	Many liberal arts undergraduate programs have a set of core diversity courses that students must take in order to graduate. These courses may address or help foster an understanding within a diverse community. The New School also has a health educator and workshops might be turned towards these issues and incorporated into freshman programming or orientation.
	Parsons	I'm somewhat aware of the programming that NYU provides for its students of color / LGBT/q population. Their programming has been informed through academic research and is quite admirable. I was also involved in their Teaching + Learning program, which is very strong with respect to educating students on difference.

12. Generally, are there additional resources that you believe could help strengthen support for and services for students of color and/or LGBT/q students?		
	Lang	I think we need to do a lot more both curricularly and extra- and co-curricularly to support these groups of students in particular. And faculty as well.
	Mannes	Yes. A greater presence of staff from Student Affairs at Mannes. (I am aware that Dean Joel Lester is currently in conversation with Vice Preseident Linda Riemer about this.)
	NSSR	Orientation materials should continue to be available, flagging where students can go to socialize or receive support or discuss their curricular issues. The University Student Senate or more local student governments could consider using funding for speaker series/film series/reading clubs that help bring together students around these categories of concern.
	Parsons	I'm not familiar with specific programming that the university provides. I think the answer to this question would lie in the establishment of a working group largely composed of students who could speak to their own needs – so identifying needs should (in my opinion) emerge from a grassroots model (with resources provided for by the school).
13. Additional comments or questions…		
	Mannes	I am puzzled why these two groups are being grouped together for special consideration here, without including other relevant minorities or "non-dominant" groups: women, people with disabilities, international students. All seem to need and benefit from a similar kind of treatment

Univ. Working Group: Support for Students of Color and LGBT/q students

Divisional Leadership for Admissions

Survey Results re. Issues of Race and Sexuality in Admission/Retention Planning

11.09

Note: All appropriate divisional leadership were invited to participate in this survey. Participants included Jazz, Mannes and Milano and Parsons.

The goals of the questionnaire as communicated to participants were:

1. to facilitate an exploratory conversation –which could lead to more support for such programs and further work around these issues

2. to better understand divisional perspectives, challenges and opportunities

3. to improve the experience of these student groups by communicating potential needs for further support

Question	Division	Response
1. Do issues of race and/or sexuality ever come to the surface in your interactions with prospective students/families? If so, how does this typically happen? What is the context?		
	Jazz	(No response)
	Mannes	Yes, sometimes I can tell that coming to a place that is accepting of different sexual preferences would be a real selling point for a student. I can also tell that issues of race and the feeling that you are or will be accepted at a school is definitely something that I like to address. Many times prospective students will [share] information about challenges they have faced with regard to sexuality or race in the admissions essay.
	Milano	I meet a diverse group of prospective students who are interested in one of the numerous graduate programs we offer. Generally, prospects who are applying to our urban policy and management programs are most aware of issues of race and/or sexuality. They are drawn specifically to the graduate training and to careers that will allow them to addressing policy and management challenges revolving around issues of equity, access and discrimination. During our interview, they are quite open about discussing their experiences with inequity or with their work addressing inequity and

		with issues of discrimination that are inextricably linked to inequity.
	Parsons	Yes. I have had prospective students inquire of the percentage of each ethnicity group represented at Parsons for both students and faculty. Students inquire by phone, email and in person while in the office or during recruitment events.
2. What do you observe as the general emerging needs of prospective students?		
	Jazz	(No response)
	Mannes	I think that in general undergraduate students are looking for assistance in managing and enjoying their college experience.
	Milano	Across the board are students are searching for financial aid support to help them cover the cost of their education and most are searching for need-based aid or more scholarship opportunities. They want internships and career development opportunities and plenty of networking opportunities. They are eager for mentorship from faculty, certainly within their field of interest. Though they don't refer to them specifically, a growing number of our students need or will need more student support services and counseling services.
	Parsons	I think the emerging needs of students that I see would be access to art/design courses earlier in their High School careers. I also think education about new media would be helpful for students who are creative but do not have a traditional back ground in drawing and painting. Design Tech, Environmental studies, and Design +Management are all programs that will be of interest to students in the future.
3. What do you see as emerging student needs relevant for students of color? What about LGBT/Q students?		
	Jazz	Students of color need mentoring, academic support (due to lack of preparation), scholarship, programming around Black History Month, etc., perhaps a "club" where they can talk about issues they face. Despite our diverse environment, we lose a lot of students of color every semester due to financial issues, poor academic performance and a growing perception that getting a college degree isn't important.

		Unlike other divisions, we do not have a population of LGBT/Q students who are out or active. Although we have done a lot to create a safe space for all students free from harassment here- The Jazz community as a whole is known to be pretty homophobic and sexist. I would assume our population is fairly small and afraid to come out. I would imagine that having support outside of the division would be quite helpful to them mentally and socially, among other things
	Mannes	I think with regards to Race and Sexuality students need to feel comfortable in their environment and all of the things that we can do in order to assist them with student services would be attractive to students in these categories.
	Milano	All those listed above.
	Parsons	I think the needs of students of color and LGBT students takes place while they are at Parsons/New School with having access to student groups and support systems. I believe that the families will need to be involved in the education of the process.
4. What can you identify as potential barriers that students may face in accessing support or service from your office? (cultural, related to communication, physical, social, language, psychological, related to class background, race or ethnicity, etc)?		
	Jazz	I fear that shame related to lack of proper academic preparation and financial need prevent all students – including students of color- from accessing services.
	Mannes	Certainly distance is a major one for the students at Mannes. I think also cultural and language barriers are also pretty big since our population of students are from all over the world and particularly in Asia where some of the issues that students face are not as openly discussed.
	Milano	The cost of attendance is usually a significant reason why a good portion of our applicants are not able to attend The New School
	Parsons	I think in general regardless of culture/race/language/etc. students have difficulty accessing the admission office due to volume. As far as the reputation of Parsons it is a private design institution in NYC and may come

		across as intimidating or elitist at times. For international students US institutions are incredibly different compared to what they know in their own countries.
5. Within your office are there currently policies, services or programs in place designed to target and meet the unique needs of students of color?		
	Jazz	No, but we've collaborated with our development office to try to obtain funding for a Mentoring Program for At-Risk Minority Students. Ideally this program would target students of color who we've identified as academically unprepared for college and provide them with time management/study skills, tutoring and weekly mentoring appointments to help them transition successfully into a college setting.
	Mannes	No
	Milano	Recruitment – we target HBCU's and institutions with a high percentage of underrepresented students
	Parsons	We have recently put into place concentrated areas of recruitment, and a dedicated focus of efforts to attract more students of color to Parsons
6. Within your office are there currently policies, services or programs in place designed to target and meet the unique needs of LGBT/Q students?		
	Jazz	No
	Mannes	No
	Milano	(No response)
	Parsons	I am aware of one recruitment event for LGBT students
7. If so what is the goal of the (each) program?		
	Jazz	N/A
	Mannes	N/A
	Milano	(No response)
	Parsons	The goal is to attract a more diverse class to Parsons creating a healthier and more educational learning environment for everyone involved.
8. If not, what do you feel might be barriers that prevent such policies, programs and services from being developed?		

	Jazz	We simply don't have the staff or the resources.
	Mannes	I am not sure that we treat prospective students of any background differently. I think that a policy to treat prospective students differently from different backgrounds would have to be a shift from what we currently do.
	Milano	For both students of color and LGBT/Q students: For Milano specifically, we offer a holistic review of applications and keep in mind that we want to shape a class that will reflect the diverse population and environments and organizations in which our graduates find careers.
	Parsons	I think we are in the very beginning of our efforts and schools and communities will need to see the proof of what we are saying, I think it will take a couple of years to really build some of these relationships with the influencers
9. What are the evaluation methods you use to measure effectiveness of your programs and services?		
	Jazz	N/A
	Mannes	I evaluate the methods that we recruit by using my data regarding recruitment and enrollment. I also use my experience and my own judgment.
	Milano	
	Parsons	We record the volume of students we see through prospect cards. We review the number of applications received from each area of recruitment. Our effectiveness is also measured by the how close we are to targeted numbers.
10. Is data organized and analyzed along racial/ethnic, sex or gender, sexual identity and/or economic demographics?		
	Jazz	Yes
	Mannes	Yes
	Milano	Our office reviews the admission reports and enrollment reports for both short-term and historical trends in diversity.
	Parsons	This may be done through Enrollment Operations, however I am not sure – I can get back to you on this.
11. If so, it what ways is such data utilized by your office?		
	Jazz	We share it with staff that work closely with students as a reminder to be

		sensitive to these issues.
	Mannes	I use the enrollment reports to analyze my student population and prospective student population.
	Milano	(No response)
	Parsons	(No response)
12. How often to do issues of race and/or sexuality come up in discussions of policy formation or reform among your staff? If these issues do surface, how does this typically happen?		
	Jazz	We discuss these issues on a regular basis and are acutely aware
	Mannes	They haven't surfaced as of yet but I would hope that it would be in an open discussion format.
	Milano	Again, specifically at Milano, the faculty and dean have made it a focus to have discussions around diversity (most of it revolves around attracting students of color, LGBT/Q students are usually not discussed.)
	Parsons	This is something we have been discussing in the admission office more frequently then ever before. David Norris, myself, and the rest of the team in admission are committed to bringing in the most talented diverse class as possible for this upcoming Fall and using this first year as a template and a stepping-stone for growth.
13. Are you aware of any exemplary programs, models and approaches in other institutions that you feel could potentially benefit The New School?		
	Jazz	Possibly HEOP
	Mannes	I am aware that other schools partner with organizations that help foster a racially diverse student body. I believe that this would be beneficial to us here at The New School. I would like to see this happen in the future and a few organizations have approached
	Milano	Institutions with clear mission statements and programs that support diversity include: Wagner School of Public Administration (NYU); Indiana University diversity statement approved by the faculty
	Parsons	Yes. The website for Amherst College does a great job at outlining economic diversity.

14. Are there any additional resources that you believe might help strengthen outreach, relationships, services and support for these two particular groups at TNS?		
	Jazz	(No response)
	Mannes	The Atlanta Symphony Talent Development Program and the Sphinx Organization
	Milano	Collaboration across the eight divisions, an institutional statement that is clear and supportive of diversity as an educational benefit for the university community, hiring more faculty who represent and believe in the benefits of diversity.
	Parsons	I think a dedicated spot on the website would be great, highlighting who the students are and where they are coming from. It would be great to have easy access to what groups are at the New School for LGBT and students of color.
Additional comments or questions:		
	Mannes	I would be happy to assist this group in achieving the goals of the organization

Sample Questions Designed for Student Interviews

Student Perspectives Subgroup

September 2009

Demographics:

Name? Hometown? What is/was your program of study? Year?

To the extent that you'd like, talk about your identity. How do you identify (race, ethnicity, gender, sexuality, class background, etc)?

What interested you about The New School? What do you like best about The New School?

Do you feel that it is necessary that The New School study the needs of students of color and LGBT/queer students? If so, why is this necessary?

Curricular:

1. How have issues of race been included in your coursework? In what ways do you think this coursework will impact you (socially, intellectually, educationally)?

2. How have issues of sexual identity been included in your coursework? In what ways do you think this coursework will impact you (socially, intellectually, educationally)?

3. How do you think the absence or inclusion of these issues in the classroom might impact the experience of other "majority students" (i.e. white or straight students) regarding their sensitivity and understanding of these issues (intellectually, educationally, socially) during their experience here?

4. If these topics are not explored in classes, what do you think might be the outcome for majority students both personally and professionally once they leave The New School?

5. How many courses have you taken that addressed issues of race, though were not specifically focused race?

6. How many courses have you taken that addressed issues of sexuality, though were not specifically about sexuality?

7. What do you feel might be the value of including these themes in course content, class discussions, research questions?

8. How might courses in your major or program of study address themes of race, and sexual identity? How do you imagine they might impact that particular course of study, discipline or professional practice?

Pedagogical:

1. In your experience, how are issues of race generally engaged by students in your classroom discussions? To what extent do you feel that they are well-informed, thoughtful and accurate?

2. In your experience, how are issues of sexuality generally engaged by students in your classroom discussions? To what extent do you feel that these discussions are well-informed, thoughtful and accurate?

3. How are issues of race engaged by professors in your classroom discussions? To what extent do you feel that these discussions are well-informed, thoughtful and accurate?

4. How are issues sexual identity engaged by professors in your classroom discussions? To what extent do you feel that these discussions are well-informed, thoughtful and accurate?

5. How are issues of race addressed by your required and/recommended texts and/or media-based course materials? To what extent do you feel that these materials are well-informed, thoughtful and accurate?

6. How are issues of sexuality addressed by your required and/recommended texts and/or media-based course materials? To what extent do you feel that these materials are well-informed, thoughtful and accurate?

7. Have either of these subjects (race or sexuality) been addressed with greater or lesser competence than others by students or professors in your classroom experiences?

8. What has been your experience introducing the issue of race in your coursework or classroom discussions?

9. What has been your experience introducing the issue of sexuality in your coursework or classroom discussions?

10. To what extent do you feel that aptitude (or lack of) regarding issues of race or the experiences of people of color affected the evaluation, critique or grading of your coursework?

11. To what extent do you feel that aptitude (or lack of) regarding issues of sexual identity or the experiences of LGBT/queer people affected the evaluation, critique or grading of your coursework?

Co-curricular:

1. Can you identify public programs and events that you felt critically challenged notions of racism within The New School or in the greater community?

2. Can you identify public programs and events that you felt critically challenged notions of the gender binary, heterosexism and/or homophobia within The New School or in the greater community?

3. If so, can you describe these events or programs and why you believe they were effective?

4. Are there physical spaces (offices, rooms, buildings, locations) on The New School campus that you would consider supportive cultural spaces for students of color? If so, what about these spaces makes you feel supported?

5. Are there physical spaces (offices, rooms, buildings, locations) on The New School campus that you would consider supportive cultural spaces for LGBT/queer students? If so, what about these spaces makes you feel supported?

6. If these spaces leave something to be desired or if you feel these spaces don't exist for you, explain what the value of such space would be? What might be its function? How might it improve your experience at The New School?

7. What types of support do you feel students of color need during their college experience? Why?

8. What types of support do you feel LGBT/queer students need during their college experience? Why?

9. Where or with whom do you find cultural support at The New School?

10. Are there culturally specific needs that you feel go unmet at The New School? If so, explain how you manage, cope or adjust to deal with these needs?

Institutional & Structural

1. How often have you had the opportunity to engage with faculty of color in your courses at The New School?

2. How often have you had the opportunity to engage with openly queer or LGBT faculty in your courses at The New School?

3. Did you (or do you currently) live in student housing?

4. Did you ever feel that issues of race created barriers to cross-cultural interaction between students in your dorm/building?

5. Did you ever feel that issues of sexuality created barriers to cross-cultural interaction between students in your dorm/building?

6. Are you familiar with any of The New School intercultural programs?

7. Have you attended any intercultural programs or events at The New School? If so, what did you think of the program?

8. To your knowledge, are there currently New School staff who are assigned to help provide social or cultural support for students of color/LGBTQ students?

9. If so, do you feel that this support is readily available and easily accessible?

10 If not, how might support be better designed to meet students' needs?

11. How much financial aid (grants, scholarships) have you received?

12. Do you feel that the cost of books and supplies have been manageable for you during your tenure at The New School?

13. What amount of loans have you borrowed during your time at The New School? Do you anticipate that you will continue to borrow? If so, how much?

14. How much educational debt will you (and your family) anticipate you will have upon your graduation?

15. How many people in your immediate family attend/have attended and have graduated from college?

16. Do you work and attend school? If so, what job(s) do you now hold? If yes, do you feel your employment aligns with your educational and/or professional interests?

17. How has working either helped or hindered your performance in courses?

18. Do you anticipate that you will you graduate in four years? If not, why?

19. How many credits do you normally carry each semester?

20. Have the required number of credits needed to graduate affected your coursework during the semester?

21. Have you participated in an internship? If yes, was the internship paid or unpaid? Did you feel that your internship aligned properly with your professional interests?

Best Practices Subgroup Report: The New School Working Group to Strengthen Support for Students of Color and LGBTQ Students
Nov. 2009

I. University Mission Statements on Diversity

This section offers and analysis and recommendations of mission statements related to diversity.

Institutions tackle diversity mission statements in different ways; some include a statement in their overall mission, others have distinct statements. Vassar, for instance, makes the statement that "As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives." In contrast, the University of New Hampshire states, "Diversity is a community value at the University of New Hampshire. We are committed to supporting and sustaining an educational community that is inclusive, diverse and equitable."

Some mission statements are brief while others some go into details, illustrating the commitment to diversity through historical anecdotal narrative. There are institutions that choose to feature diversity prominently on their website's diversity home pages - such as the University of Iowa - while others are buried deep within their institution's website.

We found that the mission statements that resonated best were the ones that were prominently featured on the institution's site, easy to find and included a deeper engagement with the reader through narrative.

The New School's diversity statement is currently buried within the Provost's office website and listed under affirmative action. While fitting, it is not the first place a potential student, parent or funder would go to look for a statement on diversity.

This university has a history of progressive scholarship and history. In crafting a mission statement that is reflective of its history and looks forward to a more inclusive future, it would be most interesting to include concrete examples of how the university has valued and exemplified diversity in theory and practice.

Below are examples of university mission statements, which best illustrate this approach.

Vassar College
Mission Statement:

The primary mission of Vassar College, to furnish "the means of a thorough, well-proportioned, and liberal education,"1 was articulated in The First Annual Catalogue and has remained constant throughout its history. Founded in 1861 to provide young women an education equal to that once available only to young men, the college has since 1969 opened its doors to both women and men on terms of equality. Encouragement of excellence and respect for diversity are hallmarks of Vassar's character as an institution. The independence of mind and the diverse

intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live in the residence halls, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college's system of shared governance among all the constituencies of the institution.

Vassar's statement of academic purpose, adopted by faculty and trustees, is a definition of the qualities it seeks to develop in its students:

- Achievement of depth and range of knowledge in a single discipline or in a subject approached through several disciplines. The quality sought is not only the mastery of a body of facts, but the attainment of skill in the conduct of inquiry and the satisfaction of having gained knowledge.
- Recognition of the different kinds of knowledge and their scope and relevance to one another. It is necessary for an educated person to understand the relationships between the past, the present, and the future as well as those between people and their social and physical environment.
- Immediate experience of creative ideas, works of art, and scientific discoveries.
- Development of the powers of reason and imagination through the processes of analysis and synthesis and the use of all our human resources—to speculate, to feel, to inquire boldly, to enjoy, to change, to create, and to communicate effectively.
- Increased knowledge of oneself, a humane concern for society, and a commitment to an examined and evolving set of values.

To achieve these purposes, Vassar offers a curriculum that honors the values of liberal learning as it challenges us to lead energetic and purposeful lives. We aim, therefore, to support a faculty dedicated to teaching, scholarship, and artistic endeavor; to educate—in the humanities, the natural sciences, and the social sciences—distinguished, diverse students motivated toward intellectual risk; to promote clear thinking and articulate expression; to stimulate integrative learning through multidisciplinary studies that communicate across cultural and curricular perspectives; and to commit both students and teachers to coherent and cohesive approaches to learning.

In the largest sense, Vassar seeks to educate the individual imagination to see into the lives of others. As such, its academic mission cannot be separated from its definition as a residential community composed of diverse interests and perspectives. The differences among us are real and challenging. Contemporary life requires more than ever the skills and wisdom that liberal education has always promoted: the exercise of informed opinion and sound critical judgment; a willingness to engage in ethical debate in a spirit of reasonable compromise; the achievement of balance between emotional engagement and intellectual detachment; the actions of personal integrity and respect for others; independent thought and an attendant resistance to irresponsible authority. It is our mission to meet the challenges of a complex world responsibly, actively, and imaginatively.

Goals

1. To develop a well-qualified, diverse student body which, in the aggregate, reflects cultural pluralism, and to foster in those students a respect for difference and a commitment to common purposes.
2. To educate our students, both broadly and deeply, in the liberal disciplines; to stimulate integrative thinking both within and across the disciplines; to strengthen and refine the powers of reason, imagination, and expression; through curricular offerings to promote gender and racial equality and a global perspective; and to nurture not only pleasure in learning but also an informed and active concern for the well-being of society.
3. To extend these curricular values into the life of a residential community in which students may develop their skills by means of organized and informal activities, athletics, student government, contact with the surrounding community, and engagement with a concerned faculty.
4. To maintain and support a distinguished and diverse faculty in their commitment to teaching, to scholarship, and artistic endeavor, and to other forms of professional development.
5. To renew, improve, and adapt the college's educational programs and technologies in ways that are commensurate with the most provident use of its resources.
6. To continue to be a significant source of national and international leadership, producing graduates who will be distinguished both in their professional careers and in service to their communities and the world.
7. To inform, involve, and engage the alumnae/i of the college in order to promote lifelong learning and to enlist their energies in the continuing development of the college.

Vassar College is committed to working toward a more just, diverse, egalitarian, and inclusive college community where all members feel valued and are fully empowered to claim a place in—and responsibility for—our shared working, living, and learning. The college affirms the inherent value of a diverse campus and curriculum reflective of our lives as members of multiple local and global communities.

Amherst College

Mission Statement:

Over many, many years, Amherst College has reached out to include in its midst talented persons of diverse races, nationalities, faiths and social backgrounds. Amherst's first African American student, Edward Jones, graduated in 1826. Joseph Hardy Neesima of the Class of 1870 was among the first citizens of Japan to graduate from an American college or university. The College's commitments both to distinction and to inclusion have brought to Amherst a long line of extraordinarily talented students and scholars who have enriched our campus, our country and the world.

Amherst is a community that draws its strength from the intelligence and experience of those who come here to learn, to teach, to work. We reaffirm our goal of fashioning the Amherst College community from the broadest and deepest possible range of talents that people of many different backgrounds can bring to us.

We reaffirm our commitment to equality of opportunity, and to affirmative action under the law as a means of achieving that goal. We will continue to give special importance to the inclusion within our student body, our faculty and our staff of talented persons from groups

that have experienced prejudice and disadvantage. We do so for the simplest, but most urgent, of reasons: because the best and the brightest people are found in many places, not few; because our classrooms and residence halls are places of dialogue, not monologue; because teaching and learning at their best are conversations with persons other than ourselves about ideas other than our own.

We seek an Amherst made stronger because it includes those whose experiences can enrich our understanding of our nation and our world. We do so in the faith that our humanity is an identity forged from differences, and that our differences deepen our knowledge and strengthen our community.
Notes: Limited diversity resources

University of Southern California
Mission Statement
The central mission of the University of Southern California is the development of human beings and society as a whole through the cultivation and enrichment of the human mind and spirit. The principal means by which our mission is accomplished are teaching, research, artistic creation, professional practice and selected forms of public service.

Our first priority as faculty and staff is the education of our students, from freshmen to postdoctorals, through a broad array of academic, professional, extracurricular and athletic programs of the first rank. The integration of liberal and professional learning is one of USC's special strengths. We strive constantly for excellence in teaching knowledge and skills to our students, while at the same time helping them to acquire wisdom and insight, love of truth and beauty, moral discernment, understanding of self, and respect and appreciation for others.

Research of the highest quality by our faculty and students is fundamental to our mission. USC is one of a very small number of premier academic institutions in which research and teaching are inextricably intertwined, and on which the nation depends for a steady stream of new knowledge, art, and technology. Our faculty are not simply teachers of the works of others, but active contributors to what is taught, thought and practiced throughout the world.

USC is pluralistic, welcoming outstanding men and women of every race, creed and background. We are a global institution in a global center, attracting more international students over the years than any other American university. And we are private, unfettered by political control, strongly committed to academic freedom, and proud of our entrepreneurial heritage.

An extraordinary closeness and willingness to help one another are evident among USC students, alumni, faculty, and staff; indeed, for those within its compass the Trojan Family is a genuinely supportive community. Alumni, trustees, volunteers and friends of USC are essential to this family tradition, providing generous financial support, participating in university governance, and assisting students at every turn.

In our surrounding neighborhoods and around the globe, USC provides public leadership and public service in such diverse fields as health care, economic development, social welfare, scientific research, public policy and the arts. We also serve the public interest by being the

largest private employer in the city of Los Angeles, as well as the city's largest export industry in the private sector.

USC has played a major role in the development of Southern California for more than a century, and plays an increasingly important role in the development of the nation and the world. We expect to continue to play these roles for many centuries to come. Thus our planning, commitments and fiscal policies are directed toward building quality and excellence in the long term.

II. Best Practices for Diversity in Higher Education

"When we speak we are afraid our words will not be heard or welcomed. But when we are silent, we are still afraid. So it is better to speak." Audre Lorde

Introduction

The research paper "Making Diversity Work on Campus" A research - based perspective provides an excellent outline of the critical steps that are needed to make racial diversity work on campus. Millen, Chang and Antonio make the argument that while diversity is normally seen solely in terms of compositional diversity, there are many other factors that should be included. They make the case for diversity as a "process towards better learning rather than as an outcome". They make a distinction between diversity and multiculturism since they argue that the former can allow for a "mischaracterization of diversity as a recognition or celebration of different cultures that lacks a more substantive agenda of changing existing arrangements of power".

Their approach involves measuring diversity in terms of specific educational learning outcomes, which are embedded in all the institutions goals, policies and structures.

They assert that "racial climate on any campus as consists of many factors." External factors include governmental policy, programs, initiatives such as federal financial aid, state education policies etc and sociohistorical factors like 9/11 and the debate around Hurricane Katrina. Internal forces include compositional diversity, historical legacy of inclusion or exclusion, psychological climate, behavioral climate and organizational/ structural climate. Each of these areas should be understood and addressed if effective engagement of diversity on campus is to take place.

The authors proposed in 2005 that the following recommendations should be followed guided by 3 principles – taking a multi dimensional approach, engaging all students and focusing on process. Within these principles they suggest the following courses of action:

- Develop and maintain diverse student bodies
- Create effective polices for outreach, enrichment, recruitment and retention
- Develop positive perceptions of the campus racial climate
- Address historical legacy
- Have clear and visible policy statements including policies on the recruitment and retention of faculty of color

- Address self segregation on campus and provide multiple opportunities for interaction across groups
- Create spaces where groups of specific identities can and do feel comfortable
- Transform classroom environments
- Provide training for faculty, staff and students
- Foster both identity based student organizations and "umbrella groups" which overarch those boundaries.
- Offer more on campus jobs

A review of the research on best practice suggests the following elements are required to create effective change.

- Strategic planning
- Linkage to organizational mission, goals and objectives
- Dedicated Professional Staff (Staff Development)
- Appointment of a Chief Diversity Officer
- Dedicated Leadership (High Level Emphasis) and management commitment
- Organizationally Placed to Maximize Effort, But Maintain Relationships
- Sustained Investment
- Dedicated Budget (Operational & Developmental)
- Constituency (Faculty, students, administrative staff, employee) involvement
- Diversity Councils at every level and in every constituency
- Knowledge Interest Groups as support and pressure groups on the institution.
- Entrepreneurship
- Diversity Indicators
- Accountability
- Measurement and evaluation
- Provision of guidance and training
- Incorporation of diversity goals and objectives into the performance appraisal and compensation processes

Association of American Colleges and Universities (AACU)
Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: Association of American Colleges and Universities. Available at:
http://www.aacu.org/inclusive_excellence/documents/Milem_et_al.pdf

LGBTQ Best Practices
While many of the factors identified for diversity best practice with racial diversity also apply to issues for students, faculty and staff with diverse relational orientations - LGBTQ and others, best practice in addressing these groups have focused on assessment of campus climate, the provision of pace and LGBTQ centers, the inclusion of curricula addressing gender and sexuality, the creation of clubs and other support mechanisms and leadership and empowerment opportunities specifically for these groups.

Many authors have urged the need to examine the intersection of identities of color, gender and sexuality as opposed to the "underlining" of one identity to the exclusion of others. The case study of Washington University shows as with many cases that best practice in diversity

work is often a result of an initial political demand by one or more constituencies. Success in achieving change is determined by sustained resources, commitment and leadership at all levels of the institution. There is a much more difficult conversation that explores the shared governance of our institution and the critical need to shift to a perspective in which allows for co curricular strategic planning where academic and co curricular activities support the academic mission of the institution.

The examples sited below demonstrate examples of good practice with specific regard to LGBTQ affairs.

Examples of Diversity Structures at Comparable Universities

Sarah Lawrence College
(From website)

Diversity is a sore spot on campus among students, faculty, and administrators. Complaints about a lack of ethnic and economic diversity are supported by the stats. It's one of SLC's most glaring weak spots, but there is no easy solution. The college is trying to increase its financial aid resources so it can accept more students from middle-class backgrounds, but in the meantime, the imbalance will remain intact. Political diversity is another sensitive subject. Conservatives are such a minority that it's difficult to find any non-liberal viewpoints during discussions. Recent renovations on campus have designated areas for non-partisan political meetings as well as for non-denominational spiritual practice.

When it comes to sexual diversity, SLC triumphs. Open dialogues about human sexuality are encouraged on campus and in the classroom. If this kind of attitude makes you uneasy, then SLC may not be for you. There is a significant gay, lesbian, and transgender population and tolerance is a non-issue. Clubs such as the Queer Variety Coalition organize campus-wide events and workshops to foster a community that not only accepts individual preferences, but is also willing to explore and question cultural notions of sexual identity.

On April 8, 2004, President Myers cancelled classes so the College community could participate in the Teach-In on Racism, Bias, and Exclusion.

In doing so, she was responding to campus incidents of ethnic and religious insensitivity in true Sarah Lawrence fashion: with an activist spirit and an urge to talk. In groups ranging in size from four or five individuals to the entire campus community, participants discussed identity, oppression, and inclusion from every angle.
Quote by Michele Myers

The Teach-In was acknowledged as just the first step toward a greater inclusiveness at Sarah Lawrence and beyond. "The fight must go on, and we must search for better ways to build a community where we are respectful of our differences, compassionate, courageous, and open to each other," Myers said at the event. "Let's keep learning-and let's make sure that learning mobilizes us to act."

Offices/Structures: The Office of Diversity and Campus Engagement advises student identity organizations, organizes and facilitates dialogue groups around issues of race, ethnicity and exclusion, establishes a peer mentor program for students of color, and is available to students to provide support in dealing with issues related to prejudice on campus.

Office of Multicultural Affairs

Committee on Student Life
The Committee on Student Life advises the president on all non-academic matters affecting student life on campus. It is the one faculty/student/administrative committee with a voting majority of students. The Committee on Student Life advises the president on College policies and procedures relating to student behaviour, space utilization, future planning and student services. The standing subcommittees are: housing, food services, health services, parking, security, Students for Students Scholarship Fund (SSSF), bookstore, library, sexual assault and violence, programming and diversity. The Committee on Student Life meets weekly. The meetings are open, and any student can come to present an issue or suggestion.

Relationship to Academic Mission:

Leadership: President, Director of Racial and Ethnic Diversity and Campus Engagement in the student Affairs Office

Programming/ Student Clubs and Spaces:
Common Ground's mission is to serve students of color and student of color identity groups, as well as to engage the Sarah Lawrence Community in discussions about the perceptions, realities, and consequences of racial and ethnic identity in our society and in the world at large. The space serves as a meeting room, event space, lounge area, and resource center for students of color and members of APICAD, Harambe, Unidad, or any other student of color identity group. While Common Ground works primarily with the student of color identity groups, it also hosts events with other student organizations and faculty or administrative offices that are committed to campus dialogues surrounding issues of multiculturalism and racial and ethnic diversity. Common Ground programming includes speakers, performances, discussions, movie nights, conferences, workshops, and other activities.

QPOC (Queer People of Color)
Queer People of Color, or Q-POC's mission is to serve students, staff, and faculty of color who assume a queer or sexual identity by creating a safe space for their intellectual thought. This is especially important on a campus and in a society where that thought has been given little credence or validity as an entity of it's own, worthy of individual study. Q-POC exists as a way to correct this and to reaffirm the legitimacy of it's club body. Q-POC is an inclusive group, allowing for open discussions among those of varying sexual, racial, ethnic, and gender identities. An ultimate focus, however, will remain anchored on issues of non-heteronormative or queer sexuality that are often complicated by the "Perceptions, realities, and consequences of racial and ethnic identity." Q-POC also proposes to be a sort of mobile group, with representatives from the club body sitting at various SLC clubs (i.e The other identity groups). This is an attempt to further engage the greater SLC community with it's issues.

Queer Voice Coalition (QVC)
QVC's mission is to be a coalition of queer voices of the Sarah Lawrence Community through programming, discussion, and good times.
Office of Multicultural Affairs
Sarah Lawrence students are a diverse group, coming from nearly every state and more than 30 nations. They can find practical advice and assistance from the Office of Multicultural Affairs/International Students, which works to weave an understanding of and appreciation for diversity into the life and teaching of the institution.

They address issues of race, class and gender in and out of the classroom, giving the community an opportunity to become involved through interaction among distinguished guests, faculty and students. A program of visiting scholars, speakers and artists drawn from the political, academic and social arenas brings a broad range of backgrounds, perspectives and insights to the campus community.

Pace University
(From website)

Offices/Structures: Office of Diversity Programs
The Pace University-Westchester Office of Diversity Programs (ODP) aims to promote a productive educational and work environment that fosters and values equality, respect, human understanding, fairness and diversity.
Office of Multicultural Affairs
The Office of Multicultural Affairs (OMA) seeks to look at the intersections of globalization and social injustices--and their impact on diversity and multiculturalism.

Relationship to Academic Mission:
OMA is committed to sponsoring academic programming that includes symposia, lectures, film series and professional development workshops. OMA also hosts annual spoken word programs, knitting salons and rumba sessions in order to cultivate community and promote opportunities for interpersonal and creative interaction.

Vassar College
(From website)

Offices/Structures: ALANA Center & Blegan House (cultural centers)
Relationship to Academic Mission: Encouragement of excellence and respect for diversity are hallmarks of Vassar's character as an institution. The independence of mind and the diverse intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live in the residence halls, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college's system of shared governance among all the constituencies of the institution.

Leadership: Associate Dean of the College for Campus Life, Associate Director of Campus Life/ALANA Programs, Assistant Director for Campus Life/LGBTQ Programs, Administrative Assistants, interns

Programming: Student advising and support (by appointment or drop in), for crisis/emergency response, personal, family, or medical difficulties or emergency situations that threaten to impact a student's academic performance. Leadership, educational and training opportunities for students, faculty & staff, community building, antiracism training, intergroup dialogues, student group support, community space/meeting facilities, resource center (library), office space for student groups.

University of Oregon
(From website)

Offices/Structures: LGBT Educational and Support Services program
Lesbian, Gay, Bisexual, Transgendered, Queer Alliance
OUTLAWS: Lesbian Gay Law Student Association
Standing Committee on Lesbian, Gay and Bisexual Concerns
ASUO Women's Center
The Office of Multicultural Academic Success
The Office of Student Life
International Affairs
Diversity excellence scholarships are available through the Office of Financial Aid and Scholarships
Pathway Oregon pays the tuition for qualified Oregon residents from low-income families
Top scholars have many options for pursuing rigorous studies
Housing options include the Multicultural Hall or the International Hall, just several residence halls that are available
The Office of Academic Advising can guide you through the maze of academic and career goals
The Office of Institutional Equity and Diversity
The Multicultural Center offers activities and resources concerning issues of race, gender, sexuality and/or culture

Relationship to Academic Mission: Diversity at the University of Oregon—all kinds of diversity: racial, socio-economic, cultural, gender, religious, and more—shapes and strengthens our community. Diversity is essential to the educational and research missions of University of Oregon. I have seen the value and impact of diverse perspectives in my own scholarly work. I am passionate about the institution's commitment to a diverse community and an inclusive, welcoming environment for learning, teaching, and expression.
University of Oregon President - Richard Lariviere

Programming:
Bridges LGBTQ Speakers Bureau
We are gay, lesbian, bisexual, transgender, and heterosexual people who believe in diffusing prejudice through communication. In our society, gay, lesbian, bisexual, and transgender (LGBT) people are often invisible. Our invisibility allows myths, stereotypes, and misinformation against LGBT people. Often our allies and families are equally discriminated against because they support us. It is difficult to get accurate information. Many people remain misinformed about who we are.
Drop In Support Groups, Library, Bias Support Team, Queer Ally Coalition, Educational Posters

Washington University (St. Louis, MO)
(From website)

Offices/Structures:
Advisory Board
Vision: The Advisory Board works to identify institutional, structural, and cultural initiatives that make Washington University in St. Louis a welcoming, accepting, and vibrant learning and living environment for the LGBT community and all individuals.

Leadership:
LGBT Student Involvement and Leadership is the result of a group of stakeholders coming together to determine and direct resources for the campus community.
A brief timeline of our progress:
* January 20, 2005 Student Union passes resolution with encouragement from LGBT campus organizations calling for the creation of an LGBT campus resource center Student Life article
* January 2006 Dean McLeod appoints Campus Issues Task Force to address the concerns of the LGBTQIA community on campus Student Life article
* May 2007 Coordinator for LGBT Student Involvement and Leadership position is created
* From the preamble of the Task Force's report: "This task force will: a) review the original petition brought forward to Chancellor Wrighton and the Student Union (SU) Senate and the subsequent SU GLBTQA Resolution; b) conduct an assessment regarding the differing needs and issues facing LGBTIQAA students, and c) recommend ways to better serve these students at Washington University in St. Louis."
* February 2007 Student Union passes resolution encouraging Residence Life to consider Gender Neutral housing Student Life article
* July 2007 Campus Life creates Coordinator for LGBT Student Involvement and Leadership
* Fall 2007 Student Health Insurance lifts 'gender identity' exclusion
* January 2008 WUSTL adds Gender Identity and Expression to non-discrimination policy
* Fall 2008 Residence Life created pilot gender-neutral housing program

The Campus Issues Task Force for LGBTQIA concerns produced an extensive report with recommendations for the campus community.

http://lgbt.wustl.edu/about/Pages/default.aspx

Organizational Tools and Resources

Race and Ethnicity

DiversityWeb http://diversityweb.org/

The DiversityWeb Staff is a group of dedicated higher education professionals devoted to connecting, amplifying and advancing campus diversity work throughout postsecondary education. The DiversityWeb project is housed within the Office of Diversity, Equity and Global Initiatives at the Association of American Colleges and Universities (AAC&U). The Office of Diversity, Equity, and Global Initiatives (DEGI) sees diversity and global knowledge as essential

elements of any effort to foster civic engagement among today's college students. To support those goals, the office helps colleges and universities to establish diversity as a comprehensive institutional commitment and educational priority.

Journal of Diversity in Higher Education http://diverseeducation.com/

LGBTQ

Campus Pride http://www.campuspride.org/

Lesbian Gay Bisexual Transgender Issues in Higher Education
Shaun Travers Doctor of Education in Educational Leadership
December 2006
http://lgbt.ucsd.edu/ccc/documents/Lesbian%20Gay%20Bisexual%20Transgender%20Issues%20in%20Higher%20Education.pdf

Studies focusing on Race, Gender and Sexuality

Sexuality/Gender Studies

1. Columbia has an Institute for Research on Women and Gender. Their undergrad degree is interdisciplinary and taught in conjunction with the Barnard College's Women's Studies Department. Their graduate program is "Feminist Scholarship." Both degrees seems to focus on history and theory, as well as "preparing students for professional work or further academic engagement in the field."
http://www.columbia.edu/cu/irwag/programs/main/one/index.html

2. Yale has a well-developed LGBT Studies department. It, "promotes innovative interdisciplinary scholarship and teaching on the historical and contemporary experience of lesbians, gay men, bisexuals, and transgendered people. It also fosters critical analysis of queer and normative sexualities, the formation of sexual and gender minorities, and the role of sexuality in culture and politics across the world."

For undergrads it is very closely linked to their Women's Gender, and Sexuality Studies department. For graduate students, they offer advanced degrees in Women's studies, but not explicitly in LGBT studies... though it's stated on the website that interested students can work with faculty of their choice and study the discipline that interests them. I guess it just won't say LGBT on the diploma. They also bring in a lot of outside speakers etc.
http://www.yale.edu/lgbts/index.html

3. NYU has an "undergraduate Program in Gender and Sexuality Studies" run through the "Department of Social and Cultural Analysis." There is a lot of talk of the "human experience" on their website. They offer both a major and a minor degree in Gender and Sexuality Studies.

http://genderandsexuality.as.nyu.edu/page/home

Race/Ethnic Studies

1. NYU has a Department of Social and Cultural Analysis (SCA), which is an umbrella for "Africana Studies, American Studies, Asian/Pacific/American Studies, Gender and Sexuality Studies, Latino Studies, and Metropolitan Studies." These can serve as a student's major, or any two can be combined for a more general major. They also offer a Masters in Africana Studies and in American Studies, and a PhD in American Studies.

http://sca.as.nyu.edu/page/home

2. Columbia has a Center for the Study of Ethnicity and Race, which, "is the home of three undergraduate majors: Asian-American Studies, Comparative Ethnic Studies, and Latino/a Studies," and "favors socially pertinent work and keen engagement in a politics of recognition." An quick scan on online article seems to indicate that the creation of this center was the result of student demands (and a hunger strike in the 90's). They highly recommend that students in this department also study an appropriate foreign language.

http://www.columbia.edu/cu/cser/

Campus Pride Report Card: Measures of Inclusion Index

LGBT-Friendly Break-Down by Inclusion Factors

5 Stars 5 of 5 Stars	LGBT Policy Inclusion
5 Stars 5 of 5 Stars	LGBT Support & Institutional Commitment
5 Stars 5 of 5 Stars	LGBT Student Life
4.5 Stars 4.5 of 5 Stars	LGBT Academic Life
5 Stars 5 of 5 Stars	LGBT Housing & Residence Life
5 Stars 5 of 5 Stars	LGBT Campus Safety
5 Stars 5 of 5 Stars	LGBT Counselling & Health
4.5 Stars 4.5 of 5 Stars	LGBT Recruitment and Retention Efforts

ACADEMIC LIFE
LGBT studies program
LGBT specific course offerings
Gender-neutral/single occupancy restroom facilities in academic settings
New faculty/staff training opportunities on sexual orientation issues
New faculty/staff training opportunities on gender identity issues

STUDENT LIFE
Student organization for LGBT & Ally students
Resource center/office with responsibilities for LGBT students
Paid staff with responsibilites for LGBT & Ally support services
Ally program or Safe Space/Safe Zone
Regularly plans LGBT social activities
Regulary plans educational events on sexual orientation issues
Regularly plans educational events on transgender issues

POLICIES & PRACTICE

Non-discrimination statement inclusive of sexual orientation
Non-discrimination statement inclusive of gender identity/expression
Health insurance coverage to employees' same sex partner
Accessible, simple process for students to change their name and gender identity on university records and documents
Standing advisory committee that deals with LGBT issues

CAMPUS SAFETY
Procedure for reporting LGBT related bias incidents and hate crimes
Trains campus police on sexual orientation issues
Trains campus police on gender identity/expression issues

HOUSING & RESIDENCE LIFE
LGBT housing options/themes
Transgender student option to be housed in keeping with their gender identity/expression

Gender-neutral/single occupancy restroom facilities in campus housing
Trains residence life and housing staff at all levels on LGBT issues and concerns
COUNSELING & HEALTH SERVICES
LGBT inclusive counseling/support groups
LGBT inclusive health services/testing
Insurance coverage for students transitioning from M to F and F to M to cover hormone replacement therapy

RECRUITMENT & RETENTION EFFORTS
LGBT mentoring program to welcome and assist LGBT students in transitioning to academic and college life
LGBT and Ally student scholarships
Active LGBT alumni group
Special Lavender or Rainbow Graduation ceremony for LGBT students and allies

III. SWOT ANALYSIS
Re. The New School Diversity Efforts

Strengths	**Weaknesses**
• History and legacy of the New School • Location: NYC • Innovative curriculum • Faculty/Staff • Core group of people committed to this work • Opportune political climate • Students demand	• Lack of vision and leadership • Price tag • Lack of cultural visibility • Decentralized management • No organization of efforts • Lack of space • No significant commitment from Board of Governors • Staff capacity • Minimal data • Lack of diversity in upper management • No prominent mission • No mandate across divisions
Opportunities	**Threats**
• New leadership; Message can come from the top down • Global aspirations • Future searches • Reorganization of University divisions including Office of the Provost • Student demand • Excellent marketing tool • Advanced technology	• Not considered a priority • Lack of funding • Disjointed structural management • Outsiders questioning diversity practices • Attrition • Competition with area schools • Scattered efforts • Changing economic times • Small number of students of color • Lack of documentation re: LGBTQ students