

## CHAPTER 2—DIVERSITY: OBSERVATIONS, OUTCOMES AND RECOMMENDATIONS <sup>16</sup>

Three distinct perspectives framed the committee’s discussion of diversity: intellectual, cultural and constituent diversity. Intellectual diversity is the ideal that different, often contradictory, ideas and principles provide the most stimulating academic environment. Similarly, an academic environment is enriched by active participation of persons from different national and international cultures. Finally, constituent diversity is the ideal that the diverse races and ethnic groups of the United States must be employed by, and participate in, the country’s institutions. The university has formed an innovative approach to increasing diversity, described below.

### **University’s Perspective on Diversity**

Intellectual and Cultural Diversity. From the beginning, the New School for Social Research was a forum for intellectual, artistic and social justice debates, as well as assessments and critiques of popular and traditional principles, ideas and ways of thinking. Accompanying this intellectual ferment was openness to peoples of diverse cultures and outlook, as if to say, “the more different the people, the better.” As a result, important scholars, activists, artists and public intellectuals were always a part of offerings at “The New School.”

Constituent Diversity. Intellectual and cultural diversity, although consistent with and related to affirmative action, are still distinct. Affirmative action, based on constituent diversity, is a remedy for past discrimination in employment and is an affirmation of American institutions’ obligation to hire, admit and promote Americans from “underrepresented groups.” This national initiative has been refined into an analysis and a series of methods to track progress. It is an employment policy accompanied by measurable indices of commitment and achievement. Affirmative action strives to measure the representation of underrepresented groups in the ranks of faculty and staff. Student enrollment is an important gauge of commitment to diversity; but it is not, itself, a measure of affirmative action.

Nevertheless, here at New School University we have combined efforts to implement and foster these multiple perspectives on diversity into a single, comprehensive set of activities. Specifically, we created a series of resource and management commitments to develop and pursue affirmative action and diversity under the name of the University Diversity Initiative. In addition, we have published a number of Affirmative Action Plans with the purpose of increasing the presence of members of underrepresented groups. For purposes of this report, however, we distinguish between our diversity efforts and affirmative action even though the same activities often serve both principles simultaneously.

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<sup>16</sup> This chapter is based on a far more extensive report by the Diversity Committee, which will be available to the team as an exhibit in addition to other reports by the committee and the university.

## **PART 1: RESOURCES AND ACTIVITIES DEVOTED TO INCREASING CAMPUS DIVERSITY**

The Diversity Initiative, begun in 1993-94, is a coordinated set of resources and programs to increase representation of minority groups in every facet of university life and to demonstrate intellectual and cultural diversity in every aspect of their education. It has these components:

University Scholars Program. The University Scholars Program has proven to be one of the most successful financial aid programs implemented at the university. University Scholar Awards help reduce student reliance on loans; an award is generally maintained for the duration of a student's enrollment. Since the program's beginning in 1990 with awards to 34 students, the university has consistently increased support to African-American, Latino, and Asian-American students. In 1998 over 400 awards, totaling nearly one million dollars, were allocated. From 1990 to 1998, over four million dollars in aid have been distributed to fund 1,700 awards to assist 1,000 students. Program success is suggested by the fact that the attrition rate for University Scholars is below that for the university as a whole.

Diamond Fellowship Program. The 1996 Status Report on the Diversity Initiative identified the Diamond Fellowship Program as a strategy to retain top students and encourage timely completion of degrees. This support enabled African-Americans and Latinos with exceptional records to study at the Graduate Faculty. In 1997 a second grant of \$275,000 was received from the Irene Diamond Foundation for ten additional Diamond Fellows through 2001.

Diamond Post-Doctoral Scholars. Diamond Post-Doctoral Scholars are appointed at the Graduate Faculty where they teach and are given the opportunity to engage in research and writing to expand or modify their doctoral dissertation for scholarly publication. The first scholar, Leslie Hill, ended her appointment in spring 1997 after having been an active member of the faculty for two years. The second fellowship was awarded to Brian Cooper, an economist, who completed his appointment in fall 1997. Most recently, Phillip Kretsedemas was selected from fifty applicants. He is a graduate of the University of Minnesota in Sociology whose dissertation, "Talk Radio, Public Discourse, and the Politics of the Poor," studied development in Jamaica.

Curriculum Development Awards. The Curriculum Development Award program was created in 1991 as a component of the Faculty Development Fund to encourage and assist full and part-time faculty in creating courses that are inclusive of multicultural, gender and global perspectives and in studying teaching techniques that accommodate students from different cultural backgrounds. In 1994 additional support for curriculum development was allocated from the University Diversity Initiative to meet the needs of more faculty. Between 1994-96, awards were made to faculty to develop courses and curricula in the Adult Division, Eugene Lang College, Milano Graduate School and Parsons School of Design. Curricular topics included cross-cultural approaches to art, diversifying design, women's identity, Asian Diaspora Studies, and policy and diversity.

Distinguished Visitors Program (DVP). Since 1993, the UDI has sponsored term residencies by leading scholars, artists and professionals of color. Each semester, a Distinguished Visitor has brought new perspective to one or more of the schools. Initially, the Distinguished Visitors Program was conceived of as a means to provide faculty and students access to the insights of scholars and artists of color who would not otherwise be available to the university community. However, the program has, in a number of cases, proven to be a viable means of establishing ongoing relationships between visitors and the university. Pablo Medina, a poet and writer who came to Eugene Lang College as a Distinguished Visitor in 1995, returned for two years as Writer-in-

Residence and was recently appointed Acting Director of the Writing Program. Similarly, Adonis Hoffman, a public policy and international law specialist whose Distinguished Visit at the Adult Division spanned the 1995-96 academic year, is currently a Fellow at the World Policy Institute.

Increased Funding for Hiring Part-time Faculty. Since 1990, New School has provided resources, through discretionary funds allocated to Provost, for broadening the ethnic profile of the full-time faculty and the cultural character of the curriculum. The impact has been the appointment of a significant number of continuing full-time faculty members who enrich the university through teaching, research and community service. Based upon the success of this model, the Provost's discretionary fund will be expanded to include appointments of half of full-time faculty positions. Further, a special fund will be established centrally for appointing regular part-time faculty, available to all divisions on a matching basis.

Co-Curricular Series. Each participant in the Distinguished Visitors Program, described above, in addition to his/her school involvement, presents a public program through the Co-Curricular Series. Any faculty, student or staff member can propose an activity that presents his/her vision of what diversity means. The individual(s) who submits the proposal serves as program coordinator, taking responsibility for moving the proposal from idea to reality. This robust Co-curricular Series has provided nearly 500 opportunities to explore diversity. Over the seven years of the series, approximately 20,000 people have participated, half of whom are guests of the widest variety of heritages, drawn by these programs to the New School. In fact, this series is the only high-quality cultural, scholarly and artistic program offered by the university that is free and welcoming to the public. The community outreach aspect of the Co-curricular Series has been successful, not just in terms of individual audience participation but also by fostering collaboration with external organizations.<sup>17</sup>

Minority Purchasing Program. The Board of Trustees approved on April 2, 1998 a policy to encourage business enterprises owned and operated by members of underrepresented groups and by women to compete for university business.<sup>18</sup> The policy sought to ensure that the university eliminated barriers in its purchasing, bidding, advertising, and selection processes and practices that impede or unnecessarily limit hiring minority business enterprises, vendors and suppliers for university goods, services, merchandise or equipment.

Staff Development Program. The Staff Development Program is a professional development program to help staff members gain skills for entry-level professional and management positions and to further their career objectives. Participants selected engage in nine months of active learning about university operations, information technology and career training. As a result of the program, more than 100 staff members each year are involved as participants (past and present), presenters, coaches, supervisors, peers and supportive outreach. In addition to changes in staff positions, the program offers development activities that potentially lead to future transitions such as enrollment in certification and B.A. programs.

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<sup>17</sup> Programs have been co-sponsored with such organizations as the Philosophy Born of Struggle Association, the Korean American Cultural Center, the College Arts Association, the African-American Studies and Research Center, and the Mexican Cultural Institute.

<sup>18</sup> As used here, the term minority business includes companies, vendors, firms, partnerships, corporations, and sole proprietorships in which minorities or women own controlling interest (5%) and management is held by a member or members of either group. Minority groups are defined as African-Americans, Latinos, Native Americans, and Asian-Americans and women.

## **PART 2: AFFIRMATIVE ACTION PLANS: THE LITMUS TEST OF COMMITMENT**

Success in affirmative action requires the university to broaden the way it looks for job candidates for faculty and administrative positions, compile the pool of university consultants and business providers and even regards the Board of Trustees and Visiting Committee. It requires aggressive, often personalized, recruiting of members from underrepresented and creativity in evaluating the potential of prospective candidates in the higher education environment. This is also true of students and should likewise inform recruiting efforts.

### **Affirmative Action Plans 1987-2000**

The New School for Social Research's first Affirmative Action Plan in 1987 initiated concrete, connected activities to increase ethnic and cultural diversity at the institution and to measure its success. University-wide policies on Free Exchange of Ideas (1987) and Freedom of Artistic Expression (1989) were put into effect. In 1990 Jonathan Fanton's Presidential Essay in the University Annual Report spoke to the creation of the University Diversity Initiative, which from its beginning included such university-funded strategies as special approaches to appointing new minority faculty and University Scholar Awards for talented students from underrepresented groups (1990). A Committee On Diversity, Harassment, and Freedom of Expression (1990) evolved into the University Committee on Diversity (1991) to "encourage and assist with all aspects of the university's commitment to creating a more diverse and pluralistic environment." The establishment of this body, made up of faculty, students and staff representatives from all of the academic divisions, and a planning grant from the Aaron Diamond Foundation (1991) assisted the university.

In 1992 the second Affirmative Action Plan was produced. It set targets for increasing participation of faculty, students and staff from underrepresented groups and contained a policy on Discriminatory Harassment. The deans reassessed projections in 1993. In virtually all personnel areas, the goals were revised upwards. Annual incremental target projections were established, and affirmative action procedures for achieving them were intensified. With increased university support and additional funding from the Aaron Diamond Foundation (1994), the Diversity Initiative made excellent progress in positioning diversity as an institutional priority.

In 1997 New School University established its third plan, the Affirmative Action and Diversity Plan for 1997-2000,<sup>19</sup> in which the university continued to set ambitious but attainable goals for employment, student enrollment and curriculum. Program and policies for the university and for each division were also established. The process included the efforts of many individuals, members of divisional diversity committees, and a large, university-wide Committee on Diversity. The 1997-2000 Plan provided a snapshot of what might be accomplished between 1996, when the previous plan goals were established, and 1999-2000, when those goals were to be achieved. This snapshot reflected the fact that goals were met or

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<sup>19</sup> The 1997-2000 Affirmative Action and Diversity Plan became effective on July 1, 1997 and is available for review at the Office of the Vice President and General Counsel, 66 West 12 Street, Suite 804.

exceeded in several areas in the aggregate—that is, when viewing the university as a whole—most notably among full-time faculty and mid-level professionals. With this first-ever comparison of actual employment data to goals, the schools and offices of the university implemented the strategies of the new Affirmative Action and Diversity Plan. The 1997 Plan was scheduled to terminate on July 1, 2000, but was subsequently extended through July 1, 2001, awaiting the selection and arrival of the new president.

### **The Affirmative Action and Diversity Plan, 2001-2004**

1) Establishment of the Plan. The effort to develop the Affirmative Action and Diversity Plan for 2001-2004 was begun in October of 2000. Coordination of the 2001-2004 Plan was assigned to the Vice President and General Counsel worked with an outside consultant who was formerly the Associate Provost for Equal Opportunity and Equity at Columbia University and a former president of the National Association of Affirmative Action Officials. Action steps with timetables were established to facilitate the process and organize efforts toward completing the Plan in a timely manner. Meetings and consultations were held at the school level to gather information and input for drafting the divisional plans. The university community was invited and encouraged to attend an open diversity forum. Additional forums were held to solicit information from students. Each school also provided members of their communities the opportunity to submit input directly to them.

The University Diversity Committee, composed of members of the faculty, staff and students, was appointed by the Provost to be a liaison between the university and its constituent community in developing policies and programs to enhance diversity commitments. The University Diversity Committee reviewed and endorsed the final draft Plan. In addition, selected members of the committee shared their views directly with President Kerrey, including recommending to him that the plan be adopted.

The New School University 2001-2004 Affirmative Action and Diversity Plan was approved by the Institutional Policy Committee of the Board of Trustees on November 14, 2001 and was issued in final form on December 3, 2001. Copies are available from the various divisional deans' offices, the Office of the Vice President for Human Resources and the Office of the Vice President and General Counsel. The plan is also available on the New School University website. The final plan is presented in the form of an Executive Summary, which contains the overall composite data for the university, excerpts from the divisional and central administration plans and data, and an overall statement of the new goals for 2001-2004. In addition, there is a 185-page Book Two, which contains complete divisional plans, raw employment figures utilization analyses and tables, and copies of relevant university policies and procedures.

2) The Plan. The plan is a compilation of information about each division, central administration, and the university as a whole. It contains specific, results-oriented goals and procedures to which the institution commits every good faith effort to achieve. Although the primary focus of the plan is on the representation of African-Americans, Latinos, Asian-Americans and Native Americans, goals have also been established for women in areas where they are underutilized. Overall, women represent more than 50% of the university's workforce.

The issue for women is one of distribution—under representation in some staff positions and concentration (over 50%) in others.<sup>20</sup> Affirmative Action Employment Goals for faculty and staff for 2001-04 were developed from utilization analyses conducted separately for each employment group within the eight schools and colleges as well as university administration. The goals are based on a workforce utilization analysis and are both ambitious and attainable. The analyses of the workforce indicate that substantial progress has been made since the previous plan was established in 1996. Most of the schools met or exceeded established goals.

### **PART 3: CURRENT ACTIVITIES AND INITIATIVES**

#### **Current Activities**

Supporting Women. The university has had a long, proud history of female participation in its faculty and in the ranks of senior and junior management. The first Provost, Judith Walzer, and her successor, Elizabeth Dickey, are both still connected to the university. Before becoming Provost, Ms. Dickey was Dean of The New School, the founding school. At one time, of seven academic deans, three were female in addition to the Provost. In two schools, women were “acting deans,” including at Parsons School of Design and at The New School. Currently, two deans are female. Central administration has had numerous female vice presidents and officers in addition to the Provost, who is chief academic officer. Currently, the Provost, the Associate Provost and Registrar, the Assistant Provost and Director of Financial Aid, the Secretary of the Corporation, the Vice President for Human Resources, the Vice President for Information Technology, the Chief of Staff to the President (and Vice President), the Vice President for Budget and Planning and the Senior Vice President for Student Services are all female. The Board of Trustees and Visiting Committees have many female members. Women make up more than 50% of the workforce at the university and continue to provide vision.

University Climate. The university continues to be an environment in which diversity is regularly experienced intellectually and culturally, as well as from the continued and growing participation of faculty, staff and students from underrepresented groups in the activities of the university. The robust Co-Curricular Series, described earlier, continues to bring to campus programs, exhibits, talks, films, dance and other performance arts that stimulate and display intellectual and cultural diversity. Furthermore, these programs bring individuals, potential faculty, current students and members of the City of New York’s diverse population to campus on a regular basis. For the last few years, events like New York City’s Gay and Lesbian Film Festival and national conferences on alternative sexual lifestyles have been held at New School University, and important social, artistic and political figures from this constituency have appeared here. Major art exhibitions in co-sponsorship with the Korean-American Cultural Center have been mounted at Parsons School of Design. African-Americans in classical music have been showcased at Mannes College of Music.

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<sup>20</sup> See New School University Discussion Paper entitled “Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004,” [www.newschool.edu/admin/discpapr/index.htm](http://www.newschool.edu/admin/discpapr/index.htm).

## **New Initiatives**

Search Procedures. As we begin the fall semester of 2002-03, the outlook for diversity and affirmative action on campus is positive, and the university has instituted new initiatives and activities. In particular, the Office of Human Resources is initiating a new, modified search procedure and process aimed at assisting the search committees for various faculty and staff positions with ensuring that candidate pools meet affirmative action standards. Such searches will increase the probability of the selection of individuals from underrepresented groups. Although we have instituted search procedures in the past with this aim in mind, this new approach includes active “coaching,” indeed, customer service by a human resource professional. Direct assistance by human resources is intended to increase the quality of searches and to broaden candidate pools.

Student Academic Support. New School has reorganized the academic support services available to students of color. In the past, a part-time “bridge advisor” has provided academic counseling and support. This was in addition to services provided by the existing student affairs office of each academic division. Beginning this fall, the staff of the state-funded Higher Education Opportunity Program (HEOP) will be available to assist all students of color from our many academic divisions.<sup>21</sup> The universities commit additional resources, financial aid, etc., in partnership with the state. Over the years, the university’s HEOP program, originally housed at the Parsons School of Design, has been one of the most respected by state officials. Current staff include more than five counselors and academic support personnel to assist students of color with individualized academic and personal needs.

University Seminars. As part of the self-study, in November a university-wide seminar was conducted to assess progress on the 2001-2004 Affirmative Action and Diversity Plan. We compared three-year goals in the various employment categories against actual hires over the last year. The analysis will assist the university in adjusting or modifying its action plans at the divisional level and centrally to increase the probability of achieving our goals by 2004.

Meet & Greet Campaign. Although the perception on campus is that there are numerous full-time and part-time faculty from underrepresented groups, little real collective knowledge by the students exists of just how many such faculty and staff there are, what courses they teach or in what research activities they are engaged. Therefore, to enhance the feeling of community and to foster greater communication between individual people of color across divisions, the committee is recommending a website that could contain images and bios of those faculty of color who choose to participate. The committee also has proposed a series of “brown bag” lunches to encourage cross-divisional interaction and discussion. In addition, the committee has suggested regularly scheduled meetings and/or social events to provide students with the opportunity to interact with part-time faculty of color.

Diversity Initiative Programs. Since the Diversity Initiative is a university effort, one of its strategies is to encourage members of the community to realize and share their ideas, interests, and visions about diversity. Faculty, students, staff and alumni request support to carry out multicultural programs and activities that advance the goals of the Diversity Initiative. The Diversity Initiative Programs take place five months out of the academic year: October, November, February, March, and April. Last year the University Diversity Initiative sponsored 11 events through the Co-Curricular Program Series, at a cost of about \$1500 each. Audience attendance averaged over half to two-thirds the capacity of Tishman Auditorium’s 500 seats. In addition, the Diversity Initiative co-sponsored six events, which included a series of lectures presented by women in the university community, and two two-day conferences at

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<sup>21</sup> HEOP is the New York State funded program that helps economically and educationally disadvantaged students from New York to receive a college education. The state funds a team of counselors and other academic advisors in support of these students who, by definition, would not otherwise be admitted to the university. Over the last thirty years, thousands of African-American, Latino and Asian students have attended and graduated from private colleges in New York because of this program.

Milano Graduate School for the Students of Color Network. Plans call for doubling sponsorship and expanding programs to include December.

Staff Development Program. As we look at the fifth year of the Staff Development Program, we are able to review a sizeable amount of information around the program's success and future challenges. Over the past five years, the program has broadened the career management skills of the participants through one-on-one counseling, coaching, mentoring, individual and group workshops, meeting with presenters (such as the Provost and Executive Vice President) and individual and group discussions. At this point, 60 employees have completed the program. Of that group, we know that at least 25 are in new roles. We also know that others have taken on greater or different responsibilities in their present positions since joining the program. (It will be hard to measure the direct impact of the program unless we examine transitions within the organization.) As a result of the program, we directly and indirectly reach more than 100 staff members each year through their roles as participants (past and present), presenters, coaches, supervisors, peers and supportive outreach. In addition to changes in staff positions, we are aware of development activities potentially leading to future transitions such as enrollment in certification and B.A. programs. Overall, the committee judges the program a success. Future goals include creating a next phase for supervisors to become the handoff as coaches; incorporating a performance management program; creating a program committee of all interested parties; providing appropriate training in communications and development across the university and in other areas; revising the coach/mentor component to extend it beyond June, implement deliverables between participants and coach/mentors, and introduce peer coach/mentors, along with one-on-one sessions.

#### **PART 4: CHALLENGES, CONCERNS AND RECOMMENDATIONS**

Affirmative Action /IPEDS Comparison for 2001.<sup>22</sup> The committee compared information about each school and about central administration using the Affirmative Action Plan from 2000 and the 2001 IPEDS Report.<sup>23</sup> The Affirmative Action Plan's data was compiled at the end of 2000 and IPEDS data was compiled at the end of 2001. Evaluating the university's historical affirmative action data in light of IPEDS requires re-aggregating data into comparable categories. A useful comparison between these two seemingly different reports comes in the form of utilization percentages used in the Affirmative Action Plan to determine representation by persons of color and women in the various availability percentages used in the Affirmative Action Report. These represent our goals for 2001-2004 and are a useful tool to help the schools and central administration continue to monitor distinct areas where special attention is required when using IPEDS. Table 2 (available at the website address below) provides a re-aggregation of comparable employment categories for the 2000 and 2001 data collections. For each of these categories, the university made strides from 2000 to 2001 to increase representation of minorities, as indicated below.

- Administration rises from 30% to 35%
- Full-time faculty increases from 23% to 28%

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<sup>22</sup> The Integrated Post-secondary Education Data System (IPEDS), established as the core post-secondary education data collection program for National Center for Educational Statistics (NCES), is a system of surveys designed to collect data from all primary providers of post-secondary education.

<sup>23</sup> A comparison of the snapshot figures for the fall semesters 2000-2002 is available within the New School University Discussion Paper entitled "Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004 – Supplement on Enrollment Data for Students From Underrepresented Groups," [http:// www.newschool.edu/admin/discpapr/index.htm](http://www.newschool.edu/admin/discpapr/index.htm).

- Secretarial/clerical increases from 58% to 68 %
- Service/maintenance increases from 35% to 71 %

Increases in representation are particularly of interest since the workforce *decreased* by 60 employees from the end of 2000 to the end of 2001. (This was due to a hiring freeze throughout the university after September 11.) Reporting of part-time faculty and the part-time teaching staff was not required for the IPEDS Report, although the schools annually review this information. We will examine data from the end of 2002 with the University Diversity Committee on both part-time categories. Both 2000 and 2001 data provide additional empirical evidence on progress toward goals since 1996. Most of the divisions met or exceeded established goals. Table 1 shows results for 1996 and 2000, including progress toward goals. Table 2 shows similar results for 2001 in the IPEDS categories. (See website for both tables and additional data.)

Curriculum Issues. Each school has reaffirmed its commitment to review their course offerings and concentrations, and undertake discussions with faculty about curriculum content to encourage expansions and, as soon as opportunities arise, to ensure that courses related to diversity are available to students interested in enrolling and that faculty include attention to diversity in course content. The schools also will continue their commitment to enhance co-curricular activities that focus on and enhance diversity.

Student Issues. Students are an important component of the Affirmative Action and Diversity Plan. The university administration and each school or college committed to a variety of programs designed to increase and enhance recruitment, retention and satisfaction of students of color. These are aggressive programs that include strategies to address issues concerning admission, retention, advancement, graduation, financial aid, curriculum, co-curricular activities and climate satisfaction. Highlights of these plans include a commitment to:

- Continue the university-wide Diversity Initiative with funding at current levels and develop a mechanism to ensure that programs are relevant and widely publicized.
- Continue the University Scholars Program to provide financial aid to assist with recruitment and retention of students of color. The university will also work with the schools to enhance their fund-raising for supplemental scholarships.
- Continue the Provost Discretionary Fund that assists academic units with recruiting and retaining faculty from underrepresented groups.
- Continue the availability of central staff resources that have student diversity and related issues as their primary focus. The university will work with divisions on their initiatives in this area and with student groups to support appropriate and related initiatives.

The administration understands that students who attended the Diversity Forums, sponsored by the university to solicit input for the 2001-2004 plan, expressed a need for university attention in several areas in addition to those expressed above:

- Coordination of publicity for division and student group activities related to diversity.

- Identification and expansion of an office within the administration that is available on a full-time basis and functions as a resource for advice and assistance to individuals and groups of underrepresented students. Assign a similar individual within the schools.
- Feature the activities of faculty of color, alumni of color and students of color in university publications.
- Provide leadership and assistance in co-curricular activities.
- Survey students and analyze the results to determine student perspectives on diversity within the university community and what they believe will enhance it.

The 2001-2004 Affirmative Action and Diversity Plan contains information and details regarding students from underrepresented groups in addition to faculty and staff. This makes our plan broader than a traditional affirmative action plan. Since the end of the academic year 2000, we have continued to assess the enrollment of students from underrepresented groups in the various academic programs, schools and continuing education offerings. The university uses the IPEDS system to report student ethnicity data. The reported categories are African-American, Latino, Asian-American, Native American, White, International and Unreported.<sup>24</sup> The initial data on ethnicity is self-reported by students during admissions. This information is then entered into the Banner system. Every semester, approximately one month after the add/drop period closes, registration takes a snap shot of the ethnicity of the student population so that this data is consistently compared year to year.<sup>25</sup>

Comparison of Student Statistics for 2000, 2001 and 2002. Overall, the numbers remained consistent over the last three years. The only programs that had significant fluctuation (either positive or negative) were Jazz, Parsons graduate degrees and Mannes graduate degrees.

## **Recommendations**

1. The university should hire a diversity officer to monitor searches and the institutions' commitment to curricular diversity.
2. All schools should have a diversity committee.
3. Updates on the accomplishments of the University Committee on Diversity should be posted on the website.
4. Standardization of faculty/staff salaries across schools should be implemented to redress inequities in these areas, effecting improved retention and hiring practices.
5. Discretionary funds to support recruitment/hiring of diverse faculty should be enhanced.
6. All faculty search committees should include one or more members of school diversity committees.
7. Efforts to recruit students of color, including orientation and training of admissions staff to this end, should be enhanced.
8. Greater funding should be available to low income students.

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<sup>24</sup> Additionally, the university reports on one non-IPEDs category, multi-ethnic.

<sup>25</sup> A comparison of the snapshot figures for the fall semesters 2000-02 is available within the New School University Discussion Paper entitled "Number 2: Status of the University Affirmative Action and Diversity Plan 2001-2004 – Supplement on Enrollment Data for Students From Underrepresented Groups," [www.newschool.edu/admin/discpapr/index.htm](http://www.newschool.edu/admin/discpapr/index.htm).