**Executive Committee for the Diversity Initiative**

**Annual Report**

**2004-05**

**Committee Co-Chairs:** Lyle Roelofs, Provost, Dean of the Faculty  
Adam Weinberg, Vice President and Dean of the College

**Committee Members:**  
Amy Barnes, Mark Edwards, Emmett Davis, Pete Banner-Haley, Padma Kaimal, Nina Moore, Jaime Nolan, Shondell D. Reed, Lourdes Rojas, Marilyn Rugg, Harvey Sindima, Ken Valente

**INTRODUCTION AND BACKGROUND**

**Diversity Pre-Planning Efforts**  
In 2003-04, as a first step in implementing the strategy Bridging Differences in a Diverse World, President Chopp appointed a diversity pre-planning group to define the scope and purpose of an on-campus committee that would begin its work in the 2004-05 academic year. The diversity pre-planning group surveyed the landscape of diversity at Colgate, and in the broader context of higher education. The group then engaged in a critical assessment of relevant qualitative and quantitative data and submitted a report to President Chopp which included sixty six recommendations under the categories of students, faculty and staff, focused on the areas of recruitment, retention and climate.

**The Executive Committee of the Council on Diversity**  
In the fall of 2004, President Chopp appointed a small executive committee, chaired by the dean of the faculty and dean of the college. The Executive Committee met bi-weekly and was charged with ensuring implementation of the Pre-Planning Report Recommendations. The Executive Committee is comprised of senior leaders of the administration and faculty. During 2004-05 the Executive Committee met bi-weekly and consulted with representatives of various programs, departments and other Colgate entities as needed.

**The Council on Diversity**  
In 2004-05, President Chopp established a Council on Diversity whose charge was to examine the recommendations in more detail and provide the Executive Committee with important feedback and ideas. The Council is the vehicle through which the larger Colgate community can engage with the Diversity Initiative. Community buy in is pivotal to the long term success of the Initiative as broad participation is central to creating meaningful change. Members of the council were drawn from the faculty, staff and student body. The Council met several times during the 2004-05 academic year and reviewed and analyzed recommendations that were addressed and/or implemented during the 2004-05 academic year. All meetings of the council were conducted in open session with an invitation going out to the entire Colgate
community (Faculty, students, and staff). Each meeting focused on specific topic and allowed for discussion and feedback from all participants.

**Colgate’s Vision of Diversity for the 21st Century: A Systemic Approach**

The purpose of this report is to both provide an update on recommendation implementation as well as to describe the institutional climate in the context of the Diversity Initiative. While the efforts of the Executive Committee are focused on recommendation implementation, the overall initiative has ramifications that go beyond specific recommendations and has had impact across divisions and programs. Therefore we are also articulating the role the Initiative has in fostering a difference-friendly climate.

The Colgate Diversity Initiative is driven by the principle that diversity is transformative and changes the way an institution responds to its community and constituencies through policies, practice, programs and curriculum. Crucial to responding to this principle is the understanding that there must be concurrent efforts that address the need for change within the majority Colgate culture and that it is at this confluence of “cultures” where the greatest opportunity for positive change is present. This systemic approach is key to transforming institutional climate.

During the 2004-05 academic year, the Diversity Initiative was launched. To date, twenty-eight of the pre-planning report’s recommendations have been either implemented or are in the process of being implemented (see attached chart). As importantly, the impact the Diversity Initiative has already extended beyond the intentions of specific recommendations. This impact is noteworthy, as it reflects the beginning of change in campus climate, and more specifically, reflects the beginning of a shift in the mindset of campus majority culture. This impact is evident by the presence of:

1. Diversity-focused conversations, many of them student-driven, taking place across campus. For example: Student-initiated discussions of the Harlem Renaissance Center (HRC), its history as well as, discussions on how to bring HRC into the present and into alignment with Colgate’s vision for residential education.
2. Student responses to challenging and politically-charged events such as the website SA4C. Students responded by having a forum with faculty and administrators at which students, faculty and staff discussed issues of diversity.
3. Programs and initiatives such as:
   - Inter-group dialogue circles addressing a variety of issues including race, class and gender. This program included facilitator training for students, faculty and staff.
   - Faculty and staff development of a workshop/seminar on privilege and power (in progress)
   - Student-led discussions on white privilege
   - Speakers such as sociologist Dr. Alan Johnson who spoke on privilege and power
4. Student-led discussions on diversity in the CORE
5. During the 04-05 hiring season in most successful searches, diverse applicants were top candidates for tenure stream positions (details in later section)
6. New alumni-funded initiatives:
   • Donovan Anderson Networking and Dinner Program
   • Howard Ellins who will provide funding for programs that address cross cultural skills/skills for intercultural advancement
   • Alumnus John Runnette, class of ’54—who funded the Arnold Sio Chair for Community and Diversity, to be co-held in the inaugural year 2005-06 by Professors Rhonda Levine and Anne Ashbaugh who will also co-chair the Sio Seminar
   • Alumni are working with administrators to develop a kind of CEO Summit on intercultural advancement/cross cultural skills in the workplace
   • The Smoler Family Fund for Diversity
   Note: Most of these alumni are from the majority culture

7. Diversity as a divisional priority (it is on every division planning and assessment project)
8. Cross division collaborations (i.e. DoF and the DoC)

These efforts embody critical themes of the Diversity Pre-Planning Report, including:

1. Connectivity. The need for coordination and linkages between programs and departments.

2. The need for structural development and support of pipelines (internal and external) for both recruitment and retention.

3. The need for acknowledging and addressing the disparity between quantitative data and experience (the impact that “perception” has on the quality of experience whether or not the perception is consistent with numerical data).

While we are encouraged by the momentum generated in the first year of the Initiative, it is clear that these improvements/changes are fragile and somewhat tenuous. Therefore, we recognize that in order to ensure positive, long-lasting impact, it is imperative to support and strengthen the efforts that are affecting positive change.

It should also be noted that the immediate impact of the initiative is largely due to Colgate’s systemic approach to issues of diversity and in recommendation implementation. Because the Initiative is supported at the top by the Offices of the President, Provost and Dean of the Faculty, and the Office of the Vice President and Dean of the College, the efforts of upper and middle management (Deans and Directors) are encouraged and well supported which promotes buy-in
from the entire Colgate community. Engaging all levels of the institution is critical to the overall success of the Initiative. Below are recommendations that were addressed and/or implemented during the 2004-05 academic year.

**Recommendation Implementation**

<table>
<thead>
<tr>
<th>Status of Recommendations</th>
<th>Recommendation Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>17% Implemented</td>
<td>11 recommendations implemented=17%</td>
</tr>
<tr>
<td>26% In Process</td>
<td>17 recommendations in process=26%</td>
</tr>
<tr>
<td>57% Unaddressed</td>
<td>37 recommendations to be addressed=57%</td>
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**Recommendation Breakdown**

**Student Recruitment**

Under the heading of Student Recruitment, recommendations 1, 4-8, 10-12 have been forwarded to the Office of Admission.

1. **Consider models that will work toward increasing the yield of student acceptances, e.g. contact with faculty at the front end of the recruitment process as well as during.**
2. **Because Athletics recruits a substantial number of students of color, (tiered athletic programs are key diversity sites at Colgate), identify and develop linkages to other programs that support students of color.** The Office for Undergraduate Studies, which is now a part of the Center for Learning, Teaching and Research, works closely with Athletics. OUS director, Jaime Nolan, is in the process of identifying and developing initiatives that will foster a better working relationship between Athletics and OUS.
3. **Track and monitor the impact athletic scholarships have on diversity.** Kevin Rask and Gretchen Herringer are engaged in the process of developing a system for monitoring and tracking scholarships’ impact on diversity.
4. **Examine the discrepancy between an increase in the applicant pool for students of color overall and absolute numbers and percentages in students of color accepted.**
5. **Explore faculty involvement in the recruitment/admissions process.**
6. **Admission should provide reports to faculty on a regular basis in which diversity continues to be an integral aspect.**
7. **Examine “April Visit Days” and explore how they could be made to be more effective.**
8. Examine and clarify the University’s diversity mission and in turn, Admission, e.g. is the mission to develop a critical mass of visibly diverse students, or to work towards closing the inequality gap, or both?

9. Evaluate and assess the Colgate website and update so “diversity” is more accessible and visible. Based on the review of websites conducted by the pre-planning workgroup, changes were made to the Colgate website. A “Diversity at Colgate” button is now on the homepage through the “About Colgate” link, connecting viewers to all aspects of diversity at Colgate.

10. Develop and strengthen pipeline through exploring relationships with k-12 schools and develop K-12 initiatives (Bridge Programs) that will allow Colgate to recruit nationally and locally.

11. Consider how to further Admission success (Admitted students of color 20+% for 2004).

12. Explore why the percentage of Black admits is down.

**Student Retention**

1. **Identify ways to strengthen linkages between existing programs that will improve the institutional climate.** There has been a concerted effort between the divisions of the offices of the Provost and Dean of the faculty and Office of the Vice President and Dean of the College to identify opportunities to work together. Examples of collaboration include: Diversity Pre-Planning workgroup, MLK Day Commemoration, the Executive Committee for the Diversity Initiative. The ALANA Cultural Center and the Office of Undergraduate Studies have been working to develop and strengthen a better working partnership and have collaborated on a number of projects and programs.

2. **Provide development opportunities for students including opportunities to prepare and present papers, funding for conferences, and guidance in conducting research.** Through collaboration between the President’s Office and the ALANA Cultural Center, funding was made available for students to attend the National Conference on Race and Ethnicity (NCORE) for the past two years. A program developed out of the Cultural Center, made possible through the Smoler Family Fund for Diversity, provided funding for students to conduct research and attend other conferences that had an emphasis on diversity/multiculturalism.

3. **Explore various mentorship models as a vehicle for improving academic performance.** During the most recent summer program (Summer 2005), Changes were made to the way in which advising/registration took place for the OUS class of 2009. The new process allowed for students to meet with faculty who assisted them in the registration process and provided students with advice and invaluable information. The faculty involved in this process also expressed a willingness to potentially act as a mentor to students who expressed an interest in their respective academic discipline. Through this process, the current director of OUS is working towards formalizing a faculty mentor program. It was noted by the registrar’s office that there have been changes with regard to what classes for which students are choosing register. OUS is in the processes of developing a peer mentor program that will be piloted in the fall of the 2005-06 academic year beginning in September 2005. A faculty mentor program is currently being developed and will be piloted beginning Spring Semester 2006.
4. Review and examine diversity efforts/initiatives in the Orientation Program. The Diversity Council is slated to meet with Beverly Low in the Fall Semester 2005.

5. Identify strategies for improving and enhancing OUS such as identifying steps for revitalizing the Science and Math Initiative. While there is no formal SMI at this time, (the grant ran out), enhanced sessions for Chemistry are now being offered for Chemistry 101 and 102. Faculty and the director of OUS are currently exploring how to provide appropriate outreach to students regarding enhanced sections, as well as identifying other efforts that could provide academic support to students of color interested in math and science.

6. While overall the retention and graduation rates of students of color are satisfactory, there is a need to address challenges such as the correlation between SAT scores and high school GPAs to academically underperforming at Colgate (NOTE Future research).

7. TO BE ADDRESSED

8. Consider the development of a center for academic excellence as a vehicle through which all academic support programs and initiatives could be coordinated. The Center for Learning, Teaching is now open. A spring open house is being planned.

9. TO BE ADDRESSED

10. Review the summary of the curriculum developed by the pre-planning group and examine the perception that the CORE lacks diversity. TO BE ADDRESSED

11. TO BE ADDRESSED

12. TO BE ADDRESSED

13. Work with alumni of color to develop and implement initiatives, workshops and seminars that will provide students with the skills needed to adjust and succeed at Colgate and in the work-place. Donovan Anderson Networking and Dinner Program brings alumni of color to campus to meet with students and talk about student interest in their career, what it takes to succeed, etc. Administrators and alumni are in the process of developing CEO Summit on Diversity, intercultural advancement will be the focus.

14. TO BE ADDRESSED

**Faculty Retention**

Consider a “Rotating Chair for Diversity.” 2005-06 will be the inaugural year for the Arnold Sio Chair for Diversity and Community. This endowed chair was made possible by alumnus John Runnette ’53. The chair is being held jointly by Ann Ashbaugh and Rhonda and Levine for the current academic year.

Note: All other recommendations pertaining to faculty will be addressed in the 2005-06 as they will be the focus of the Executive Committee.
Examples of Diversity Efforts System-Wide

Faculty hires:
It should be noted that for the 05-06 hiring season, in most successful searches, Diverse applicants were top candidates for tenure stream positions (see below for detail). This is an important shift as prior to this season; departments would often request an additional slot for an on campus interview in order for a diverse candidate to be “added on.”

Breakdown:

- **Tenure Stream:** 8 hires
  There were 10 tenure-stream searches, 2 failed and 8 were filled. 3 faculty of color were hired into tenure-stream positions (2 African American men and one Pacific Islander woman). This yields a 37.5% TS hires of color, but this yield must be considered in the context of losing 2 faculty of color from last year’s count (Mark Edwards and Michelle Chang), for a net gain of only 1 (African American male) in the tenure stream. It should be noted that Mark Edwards is continuing at Colgate in his new role as the Dean for Institutional Diversity.

- **Term/Replacement:** 12 hires, 4 of color (1 Hispanic man, 1 Hispanic woman, 2 Asian men): 33% of color

- **Post-Doc Fellows:** 4 hires, 2 of color (1 Hispanic woman, 1 Asian woman) = 50% of color

- **Dissertation Scholars:** 2 hires, 2 of color (1 Native American woman, 1 African American man)
  - Wendy Geniuz is Native American coming from the University of Wisconsin and she is hosted by the Educational Studies Dept and Native American Studies.
  - Aderemi Artis is African American coming out of Princeton and he is hosted by Philosophy and Religion.
  - Lynn Makau is continuing for a second year as a Dissertation Scholar.

Note: While this reflects 42.3% hires of color, this percentage is offset by the number of faculty of color who left term/dissertation scholar positions last year.

- Changes to affirmative action which includes new goals and a structure that is now engaged earlier in the search process. The new structure will allow departments to build a pool of diverse and highly qualified candidates.
Diversity Efforts across Divisions and Programs

African and Latin American Studies (ALST):
- Darlene Clark Hines, Du Bois Lecturer
- Caribbean Week in April
- Harvey Sindima took 14 Students to Howard University for the Model African Union (it was an integrated group and they did very well).
- David Blight, in November made presentations to several classes and gave a campus-wide talk on Historical Memory. He also worked with the Upstate Institute.
- Several faculty participated actively in creating a foreign language program at Hamilton Central School that brought French and Spanish speaking Colgate students down into town to teach languages to K-3 students.

Sociology and Anthropology, (SOAN):
- SOAN, in collaboration with the African Students Union, brought a Liberian poet, Patricia Jabbah Wesley, who is on the faculty at Penn. State Altoona. She gave a reading in the afternoon and a talk about the Liberian civil war in the evening.
- SOAN: Alhaji Papa Susso, a griot (West African praise singer, traditional historian, and poet) from Gambia, who spoke in Anne Pitcher's Core Mozambique course and gave a performance in the evening.
- Other Africa-related events during the course of the year included a show in the Longyear that Carol Ann Lorenze did with Colgate’s new and very extensive African art collection.
- Carol Ann Lorenze also brought several important Native American artists here who were showing in the Longyear, and these were co-sponsored with SOAN and NAST.

Department of Educational Studies:
- Annual Race and Education Lecture Series -- Geneva Gay, Professor University of Washington
- Asia Interest House -- An evening with Asian Studies professors

Other Programs, Speakers, Presentations and Training:
Note that all of the below were collaborative efforts. Co-sponsoring departments and programs included: Office of the President, Office of the Provost and Dean of the Faculty, Office of the Vice President and Dean of the College, ALANA Cultural Center, CLSI, Women’s Studies, English, Theater, various student groups (i.e. Sisters of The Round Table, Brothers, LASO, AASA, NASA), The COVE, Alumni Relations, SOAN, ALST, Peace Studies, University Studies, Conant House.

- Sherman Alexie: Native American writer and political satirist
- Eden Torres: Chicana Scholar
- Marjorie Agosin, Latina scholar from Wellesley
- Delores Huerta: Key figure civil rights for migrant farm workers (worked closely with Caesar Chavez)
- Ann Deavere Smith: Actress, writer political activist (MLK Day Keynote presenter)
• Nikki Giovanni: Poet and activist
• Allan Johnson: Sociologist, presentation on white privilege
• Danny Glover: Actor
• Stacey Chin: Def Poet
• Skin Deep (3 day -group dialogue intensive focused on various issues of difference)
• Inter-group dialogue facilitator training
• Inter-group dialogue circles
• Cross Divisional Committee focused on white privilege (developed workshop in various formats to address a variety of groups and timeframes)
• Brown Bag discussions 2005-06 included: “What is in a Name?” Discussion on the various terms used to identify Latinos i.e. Chicana/Chicano, Hispanic, Latino/Latina.
• MLK Day Commemoration included presentations and workshops given by faculty, students and staff, evening event at Chapel included remarks from President Chopp, essay contest with the local school, keynote address by Anna Deavere Smith
• Follow up to the MLK Day presentation led by student moderators
• Alumni of Color Dinner/Dance in NYC
• Donovan Anderson Dinner and Networking Program (alumni of color networking program)
• Multiple banquets sponsored by student cultural groups
  Note: students are making an effort to make the banquets be more than food. Banquets last year included speakers, presentations, music, dance and theater.

Challenges/Obstacles
• Making visible progress when there is a propensity for being forward-looking. The Diversity Initiative is part of an evolutionary process.
• Faculty hires
• Student enrollment (down 1.9%) This challenge provides an opportunity for exploring alternative approaches to pipeline development as well as to identify strategies for cross divisional efforts that will support the efforts of the Office of Admission and the larger mission of the Diversity Initiative
• Campus climate
• Communication

Next Steps 2005-06
As the Executive Committee began to address recommendations and coordinate the work of the Diversity Council, it became clear the best use of the committee’s time would be to focus on the implementation of the recommendations. Beginning in the fall of 2005, Executive Committee members Mark Edwards and Jaime Nolan will act as liaisons between the Executive Committee and the Diversity Council. They will also work with the interim Cultural Center Director, Monica Nixon, on the coordination of the larger Diversity Council, providing the council with the structure and coordination needed to ensure that the Executive Committee will have access to appropriate input/feedback needed to advance the Diversity Initiative and implement recommendations. This approach will also assist in maintaining the momentum of the initiative while keeping the larger community engaged. It will also allow for better and consistent communication and for the timely release of reports and other important information.
Beginning Fall Semester 2005, the Executive Committee will focus on recommendations centered on faculty. Diversity Council will begin a process of identifying all diversity efforts campus-wide and develop a process whereby appropriated efforts are connected, communicated and resources can potentially be shared.

**Conclusion: Measurable Outcomes 2005-06**
- At least 10 of the recommendations that are in the process of being implemented are completed
- Recommendations pertaining to faculty are forwarded to responsible departments (Mark Edwards point person)
- Action Plans are received from departments responsible for recommendations pertaining to faculty
- A work group focusing on staff issues is organized (Amy Barnes and Leslie Green Guibault)
- Enrollment for students of color increases
- Increase in the net gain of faculty of color

While we can recognize some success in the first year of the Initiative, success must be viewed as part of an evolutionary process. The distance not yet covered should not diminish what has been achieved. Nor should we become complacent because of what has been accomplished. Our movement forward should create a spirit of willingness that will support our being vigilant in furthering change. People speaking out and acknowledging the importance of diversity is, in part, a reflection that we have come some distance. It was not that long ago that there would not even be that awareness or understanding, or a willingness to speak out. Thus as awareness develops, so too does the capacity for seeing what is needed and what has yet to be addressed. As the campus community becomes more aware, issues of climate will also become more visible; people will be seeing what was there all along acknowledging the work that is yet to be completed. This awareness and subsequent action reflects the beginning of change in campus climate.