

Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, and Assessment

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Abstract

In order to close racial and ethnic gaps in educational attainment, it is necessary to focus on closing gaps in both college enrollment, *and* college achievement and graduation. Recent court cases and volumes of research have focused on preparing, recruiting, and admitting diverse cohorts. In this report, we focus on what colleges and universities can do to ensure that among the students they admit, achievement and graduation rates are comparable across racial and ethnic groups.

With generous support from the Teagle Foundation, faculty, staff, and students from Cornell University, Colgate University, Hamilton College, Hobart and William Smith Colleges, and Wells College have worked together to:

1. Use existing literature to review the key determinants of racial and ethnic disparities in college completion and achievement;
2. Inventory our existing diversity initiatives, and those of our peers;
3. Identify particularly promising diversity initiatives; and
4. Consider assessment options for diversity initiatives.

We believe that this report will be a critical resource for administrators, faculty, staff, and students who are committed to the difficult work of implementing effective strategies for closing racial and ethnic gaps on campus. As our nation and our campuses grow ever more diverse, this is a need that we cannot afford to ignore.

Background

On June 23, 2003, the United States Supreme Court issued two historic rulings. In *Grutter v. Bollinger et al.* and *Gratz et al. v. Bollinger et al.*, the Court found that race can be considered as a factor in higher education admissions, as long as it is not used mechanically. These rulings offer the promise of continued and perhaps increasing racial and ethnic diversity at our nation's top colleges and universities.

Although the *Grutter* and *Gratz* rulings were major victories for supporters of diversity, each is only a means to an end. The ultimate goal has never been to bring diverse cohorts into colleges and universities. This is a necessary, but not sufficient condition for achieving the real goal, which has always been to educate and graduate students of all races and ethnicities at similar rates. Achieving this goal requires that we not only dramatically increase the number of minority students who are ready to attend college; we must also close racial and ethnic gaps in college performance and completion.

Volumes of research have focused on racial disparities in academic success among children and adolescents,² but relatively little work systematically examines racial and ethnic disparities among college students.³ Evidence of the need to focus on college completion appears in recent data from the National Center for Education Statistics, which report six-year graduation rates of 71% for Asian Americans, 67% for whites, 47% for Latinos, and 46% for African Americans.⁴ Graduation rates are substantially higher at selective colleges and universities, yet racial and ethnic disparities persist. For the cohort of students who entered 28 selective schools in 1989, the six-year graduation rate was 96% for Asian Americans, 94% for whites, 90% for Latinos, and 79% for African Americans.⁵

² See Jencks, Christopher and Meredith Phillips (eds.). 1998. *The Black-White Test Score Gap*. Washington, D.C.: Brookings.

³ Notable exceptions include Bowen, William G. and Derek C. Bok. 1998. *The Shape of the River*. Princeton, NJ: Princeton University Press; and Spenner, Kenneth I., Claudia Buchmann, and L. Richard Landerman. 2005. "The Black-White Achievement Gap in the First College Year: Evidence from a New Longitudinal Case Study." In *The Shape of Inequality: Social Stratification and Ethnicity in Comparative Perspective, Research in Social Stratification and Mobility*, vol. 22:187-216.

⁴ National Center for Education Statistics. 2002. *Descriptive Summary of 1995-6 Beginning Postsecondary Students: Six Years Later*. U.S. Department of Education. Note that students who enter one institution and graduate from a different institution within six years are considered graduates for these statistics. Graduation rates for American Indians are not reported (Table 8.6).

⁵ Bowen and Bok (1998). Note that students who enter one institution and graduate from a different institution within six years are considered graduates for these statistics. Graduation rates for American Indians are not reported (Figure 3.1).

In addition to finding disturbing racial and ethnic disparities in college completion, research also suggests that minority students are substantially less satisfied with their college experiences than are whites. Minority students are also less likely to say that they would recommend their college to prospective students who are similar to themselves.⁶

Last, there is clear evidence that racial and ethnic disparities exist not just in graduation rates and satisfaction, but also in performance. Recent data for Duke University show that although students of all races can be found throughout the GPA distribution, the average black or Latino student earns lower grades than does the average white or Asian American student. Black-white differences are statistically significant, and persist even after controlling for family structure, family socioeconomic status, middle and high school characteristics, and SAT scores. These results have been recently replicated for another elite private university.⁷ The implication of this work is that racial and ethnic disparities among college students are only partially the result of pre-college differences. Put simply, whites and Asians do not only tend to graduate and achieve at higher rates than blacks and Latinos because they tend to have higher test scores at admission. It is also the case that, on average, college contexts advantage whites and Asians and disadvantage blacks and Latinos.

Colleges and universities have responded to racial and ethnic disparities on campus by implementing a host of financial aid, mentoring, tutoring, and social support programs over the past five decades.⁸ Curiously, there has been little effort to catalog or assess these programs.⁹ As a result, it is not clear that colleges and universities are receiving a high return on their investments in diversity initiatives. As years of policy evaluation research shows, good intentions do not always lead to positive outcomes.

To help fill this void, Cornell University, Colgate University, Hamilton College, Hobart and William Smith Colleges, and Wells College received funding from the Teagle Foundation to study programs designed to reduce racial and ethnic disparities in college completion and achievement. The goal of our project is to produce a report that

⁶ Einarson, Marne. 2002. *Cornell University Senior Survey, 2002*. < <http://dpb.cornell.edu/documents/1000101.pdf>>.

⁷ McGraw, Marquise J. 2006. "Understanding the Racial Disparity in Graduation Rates at a Large Ivy League University." Cornell Higher Education Research Institute Working Paper 90.

⁸ Massey, Douglas S., Camille Z. Charles, Garvey F. Lundy, and Mary J. Fischer. 2002. *The Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities*. Princeton, NJ: Princeton University Press.

⁹ Diversityweb (www.diversityweb.org) and the Consortium on Higher Achievement and Success (org.trincoll.edu/chas) are notable exceptions.

will help administrators assess their current diversity programs, and select alternatives. Specifically, we aim to:

1. Use existing literature to review the key determinants of racial and ethnic disparities in college completion and achievement;
2. Inventory our existing diversity initiatives, and those of our peers;
3. Identify particularly promising diversity initiatives; and
4. Consider assessment options for diversity initiatives.

We do not examine programs designed to increase the racial diversity of applicant pools or matriculants; rather, our focus is on what schools can do to increase the probability that when they admit a student of color, he or she will achieve at the same high levels as majority students.

Working Group Composition and Activities

In late 2004, we assembled a team consisting of two faculty or staff, and two undergraduates, from each partner school. As the lead institution, Cornell University's team includes an additional member who also serves as the project coordinator. Over the course of the project, several team members left the project or their institution, so the actual number of people who participated in the working group was larger than originally anticipated.

Our working group met seven times between January 2005 and June 2006. Each school hosted at least one meeting. At these meetings the working group held private sessions to discuss project developments. We also met with administrators, faculty, and staff from the host institutions. At our final meeting, we were joined by our Presidents, Provosts, Deans, and other senior administrators for a discussion of our draft report.

At three working group meetings we were joined by outside experts. Topics included (1) Duke University's longitudinal study of racial and ethnic disparities among two recent entering classes,¹⁰ (2) MDRC's pathbreaking assessment of initiatives designed to increase academic persistence and success among low-income community college students (www.mdrc.org/project_31_2.html), and (3) Vassar College's revealing

¹⁰ Spenner, Buchmann, and Landerman. 2005.

implementation of the Equity Scorecard (www.usc.edu/dept/education/CUE/projects/equityscorecard.htm). In addition to presenting their own work in public forums, each of these outside experts also participated in private discussions with our group.

Literature Review

Although the goal of this project is not to determine why there are racial and ethnic disparities in college completion and achievement, we believe that in order to design and assess diversity programs, one must first review previous research on causal explanations. Much of our early work involved preparing and discussing literature reviews. These reviews are included as Appendices A-D. Below we summarize some key points.

Stigma and expectations

Claude Steele and his colleagues have received national attention for work suggesting that minority students underperform, in part, because they fear confirming stereotypes about race and academic ability. Steele refers to this phenomenon as stereotype threat. He argues that concerns about confirming stereotypes lead some students to try too hard, and others to disidentify with academic culture. Steele suggests that diversity programs can minimize stereotype threat by adopting a philosophy of enrichment, rather than a philosophy of remediation. It is argued that an enrichment perspective is less likely to activate racial stereotypes, and is therefore less likely to provoke stereotype threat responses.

Family economic background

As tuition costs continue to rise, fewer families are able to afford an undergraduate education. Blacks and Latinos are disproportionately affected by financial aid policies because they are substantially less likely than whites or Asian Americans to be wealthy. In addition to increasing stress levels among poorer students, less generous financial aid policies also impede academic performance by increasing demands for students to work during the academic year.

Social capital

Research on social inequality increasingly focuses on advantages and disadvantages that flow through social networks. From parents, peers, staff, and faculty, students obtain a range of information, such as which courses to take, the best path to a desired career, and how to balance social and academic demands. Affluent students are more likely to have connections to people who have successfully navigated college, and so

are therefore likely to be effective role models. Again, blacks and Latinos tend to be less affluent than whites and Asian Americans, and so tend to have less college-specific social capital.

Comfort and climate

Blacks and Latinos tend to be racial/ethnic and economic minorities at elite colleges and universities. As a result, they may not feel like full members of the campus community, and may not take full advantage of the intellectual and social opportunities available to them. Abundant evidence shows that minority student comfort on campus is affected by the racial composition of students, staff, and faculty, as well as the campus racial climate. This means that schools must go beyond creating a campus that has racial diversity, and create an environment in which diversity and inclusion are engaged and embraced.

Assessment

Our working group included many self-described veterans of diversity committees and diversity programs. Given the recent national attention on assessments of welfare reform and K-12 education, it is striking that most of the diversity programs we know of have never undergone rigorous evaluation. It is our strong contention that this must change.

We believe that postsecondary diversity programs must undergo periodic, thorough, rigorous, and sometimes external, reviews for at least two reasons. First, diversity programs engage issues of race, ethnicity, and inequality, and so are usually quite political. Without high-quality, empirical information about the efficacy of these programs, it is difficult to make the improvements necessary to better serve minority students. Without regularly-scheduled reviews, administrators must reargue the case for assessment every time they want to gather information about one of their diversity programs. Many understandably decide that these are battles they would rather not fight.

Second, reviews are critical because there is increasing racial, ethnic, nativity, and socioeconomic diversity within our minority student populations. We need to ensure that there is a good fit between the needs of today's minority students, and programs that were often designed for the more homogeneous minority populations of the recent past.

Like all policy evaluations, we maintain that assessments of diversity programs must begin with clear statements about what the program is trying to accomplish, and how one would know if it were successful. Specifically, we strongly encourage university and college administrators to require each diversity program to create a document that clearly articulates the following:

1. Goals: What problem is the program designed to address? How does it intend to affect change?
2. Criteria for inclusion: Who does the program aim to serve? How will participants be selected?
3. Indicators of success: What quantitative and/or qualitative measures can be used to indicate whether the program is achieving its stated goals? What forms of experimental, quasi-experimental, or non-experimental designs will be used (see below)?
4. Frequency and type of review: How often will the program be reviewed, and by whom? What procedures will guide these reviews?

Experimental and Quasi-Experimental Designs

Although point-in-time indicators are often used to argue that a particular program is effective or ineffective, the program evaluation literature realized long ago that rigorous assessment must focus not only on the level of indicators, but also on the relative change in levels for included and excluded populations.¹¹ For example, one would not want to use the current GPAs of program participants to assess the effects of a mentoring program on academic performance. Instead, one would want to know how participants' GPAs changed over the course of the mentoring program, as well as these how these changes compared to trajectories among non-participants.

The simplest and most powerful design in program evaluation is the experiment. Classic experimental designs have three characteristics. First, all individuals are randomly assigned to one of two groups. Second, an intervention is administered to one group (experimentals), but not the other (controls). Third, after the intervention is

¹¹ Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. New York: Houghton Mifflin Company.

administered (posttest), information is collected about both groups.¹² If all three conditions are satisfied, then the causal effect of an intervention is simply the posttest difference between control and experimental groups.

The Opening Doors Project (www.mdrc.org/project_31_2.html) provides an excellent example of how experimental designs can be used to ethically and effectively assess higher education programs. In this case, random assignment is being used to assess several interventions designed to improve retention and academic success among low-income community college students. According to MDRC, their Opening Doors project is one of the first higher education program evaluations to use an experimental design.

If a random-assignment evaluation is not possible, we encourage administrators to pursue one of the many quasi-experimental designs discussed in Shadish, Cook, and Campbell (2002). Quasi-experimental designs differ from experimental designs in that they do not include random assignment of participants to control and experimental groups, and so avoid many of the ethical and practical concerns that accompany experimental designs. It is imperative that assessments based on quasi-experimental designs be honest about their limitations. Specifically, they must discuss the impact of threats to internal validity.¹³

In our working group, there were a range of opinions about the ethics and feasibility of random assignment assessment. We expect that our strong support for experimental approaches will raise similar concerns for many readers of this report. Undoubtedly, many will respond by opting for quasi-experimental designs. Although this would be an improvement on the assessment that most programs currently receive, we nevertheless ask that before deciding against using a randomized experiment, administrators read Chapter 8 in Shadish, Cook, and Campbell (2002). Here, they provide a detailed discussion of conditions that are conducive to random assignment, including when the demand for a program exceeds the number of available slots, when there is little reason to expect an intervention to be more effective than standard practices, and when participants express no preference among alternatives. We also encourage administrators to read Chapter 9, which discusses ethical and legal concerns about random assignment.

¹² Often, information is also collected before the intervention is administered. If complete random assignment to groups was achieved, these pretests will show no group-level differences between experimentals and controls, and are therefore unnecessary.

¹³ See Table 2.4 in Shadish, Cook, and Campbell (2002).

Particularly Promising Diversity Programs

Initially, our goal was to create a complete inventory of diversity programs at our five schools, and at our peer institutions. Combining each of our lists of peer institutions produced the list in Appendix E. Unfortunately, we were not able to compile an inventory of all diversity programs at all 43 schools. The programs we were able to identify are listed in Appendices F-H. Program details were mostly drawn from websites, although in some cases we did call or email for additional information. These lists provide examples within several types of programs. They are intended to stimulate thinking. We do not claim that they are exhaustive.

The remainder of our report provides details of 14 diversity programs that we have designated as particularly promising. Most, but not all, of these programs are drawn from our inventory of programs at peer institutions. Before we present these programs, two critical points must be communicated. First, we do not claim that these programs are effective, or that they are the right mix of programs for all campuses. To the best of our knowledge, none of the highlighted programs have undergone rigorous assessment. Moreover, given variation in the size, history, context, and personality of colleges and universities, we do not assume that an assessment conducted at one campus would provide much useful information for other campuses. We based our selection of programs on our experiences as diversity professionals, our understanding of the causes of racial and ethnic disparities in college achievement, and our appreciation for the need to implement a range of complementary programs.

Second, we firmly believe that for a diversity initiative to succeed, it must have tireless and passionate support from the most senior administrators. Two sterling examples of university or college officials leading diversity initiatives are provided by Freeman Hrabowski (President, University of Maryland—Baltimore County) and Anthony Marx (President, Amherst College).¹⁴ Both leaders have made it known to their trustees, their deans, their faculty, their staff, their students, the national media, and prospective students, that their institutions are committed to admitting diverse classes and helping students of all racial, ethnic, and economic groups thrive.

Below we list 14 particularly promising diversity programs, and then provide details of each.

1. Equity Scorecard

¹⁴ “Campus Revolutionary,” Special Report, *Business Week* article on Anthony Marx, 2/27/2006; “Diversity: Preparing Minority Scientists and Engineers,,” Michael A Summers and Freeman A Hrabowski III in *Science*, 3/31/2006; Transcript, *Charlie Rose Show*, PBS 6/7/2006.

2. Breaking Bread
3. Career Preparatory Program
4. Comprehensive Financial Aid
5. The Learning Strategies Center Summer Scholarship
6. Summer Institute for Diversity and Unity
7. Family Transportation Program
8. Multilevel Mentoring Program
9. Counseling and Psychological Services (CAPS)
10. Mellon Mays Undergraduate Fellowship
11. Multipurpose, Integrated, Staffed, Multicultural Centers
12. Skin Deep
13. SEO Career Program
14. Feedback

Program: Equity Scorecard**School:** University of Southern California**Web address:** <http://www.usc.edu/dept/education/CUE/projects/equityscorecard.htm>**Description**

Our group was introduced to the Equity Scorecard by Colton Johnson, Dean Emeritus of Vassar College, when he attended our February 2006 meeting at Wells College. The Equity Scorecard was developed at the University of Southern California's Rossier School of Education. The scorecard is not designed to assess specific diversity programs; rather, it provides a straightforward, global indicators for groups of students, and aspects of the campus climate.

A core principle of the Equity Scorecard, and perhaps its greatest strength, is the requirement that no new data be collected. The modern university already collects volumes of information about its students, faculty, staff, and campus. By using these data to assess students' success and campus climate, the Equity Scorecard allows for comparisons to earlier periods, and does not require that additional resources be expended in order to track future trends.

One consequence of using available data is that the items on the Equity Scorecard will vary somewhat across campuses, because schools are not consistent in the data they collect. Nevertheless, some comparisons across schools are possible because the Equity Scorecard encourages data to be tracked for four areas. Below we list the four areas and some possible indicators:

- **Access:** composition of applicant pool and entering cohort; distribution across majors
- **Excellence:** first-year and cumulative GPA by SAT, distribution of honors and prizes, grades of "A" or "B" in gateway courses (e.g., introductory biology, introduction to economics)
- **Retention:** persistence by year, four and six-year graduation rates
- **Institutional Receptivity:** composition of the staff, faculty, and community; number and type of bias incidents reported

We encourage all schools to create an equity scorecard, to update it annually, and to make it public. The first step in closing racial and ethnic gaps is understanding the scope of the problem.

Goals

To provide administrators, faculty, staff, and students with a way of monitoring progress on diversity goals.

Criteria for inclusion in the program

Separate indicators should be computed for as many racial, ethnic, gender, and economic groups as the data and campus population allow, and an assessment of diversity goals warrants.

Promising components

- Use of existing data reduces burden on staff, students, and faculty
- Use of existing data increase the likelihood that future monitoring will be possible
- Allows for objective monitoring of diversity goals
- Publicizing scorecard data will help prospective students select schools with desired levels and trends for diversity outcomes
- Publicizing scorecard data will increase pressure on schools to improve diversity outcomes
- Presenting college performance data for students who had similar academic profiles at admission is a powerful way to demonstrate the role of college experiences in performance gaps

Troubling components

- Publication of scorecard data must be handled with sensitivity and skill so as not to stigmatize current students

Assessment Ideas

Not applicable

Program: Breaking Bread**School:** Colgate University**Web address:** www.colgate.edu/DesktopDefault1.aspx?tabid=1718&pgID=1031#bread**Description**

On most college campuses there are student organizations representing various racial, ethnic, gender, national, and political groups. These groups tend to provide support for their members, but often they do not work together to bridge perceived divides between social groups.

The Breaking Bread Program, established in 2004 and made possible through the Smoler Family Diversity Fund, helps bring student groups together by providing resources for a joint dinner and collaborative programming. The first step in the process is for two student groups to work together on a brief proposal (no more than two pages) describing:

- The membership and mission of their organizations
- Why they wish to work together
- Two collaborative projects that will be discussed during dinner, and might lead to long term relationships across the groups
- Date, time, and other dinner logistics

Proposals are reviewed by the Director of the ALANA Cultural Center. If a proposal is approved, members of the two participating student groups must work together on all aspects of the dinner—creating the menu, purchasing the ingredients, cooking the meal, serving the meal, and cleaning the dishes. By the end of the meal participants are expected to have identified a project and/or program that the groups can work on collaboratively. Each group then prepares a 1-2 page memorandum describing the dinner and plans for future collaboration. The Cultural Center uses these documents to follow-up with the groups, and to refine the program.

Each dinner costs less than \$200. Costs are low because students prepare and serve the meals, which are held in the ALANA Cultural Center. Participating groups are required to reimburse the ALANA Center for the cost of the meal if they do not end up holding a collaborative event.

Goals

The goal of the Breaking Bread Program is to build networks that cross traditional social boundaries. These networks help individuals learn (1) to understand the perspectives and experiences of people different from themselves, (2) to form effective collaborations across diverse communities, and (3) to live and work in increasingly diverse environments. These networks benefit the Colgate campus by enhancing the climate for building healthy communities.

Criteria for inclusion in the program

In evaluating proposals, the Director of the ALANA Center looks for student groups that have not historically worked together. Recent examples of Breaking Bread participants include:

- Brothers (men of color organization) & Latin American Students Organization
- Sisters of the Roundtable (women of color organization) & Brothers
- Sisters of the Roundtable & Rainbow (LGBTQ organization)
- Sisters of the Roundtable & Gamma Phi Beta Sorority
- Latin American Students Organization & Students for Environment Action
- ALANA Groups (student of color groups) & Interfaith Council
- Caribbean Students Association & Asian American Coalition
- African American Student Alliance & The Cooking Club
- Muslim Student Association & Colgate Christian Union
- Korean Student Association & Native American Student Association
- College Republicans & Advocates (LGBTQ supporters organization)
- College Republicans & College Democrats
- Students for Social Justice & Vision (cultural group leaders coalition)

Promising components

- Focus on bridging divides among students, rather than reinforcing them
- Low cost

Troubling components

- The program's emphasis on student groups limits its impact. In recognition of this limitation, Colgate has also held "Guess Who's Coming to Dinner" events, which mirror the format of Breaking Bread, but involve 12 or so individuals interested in bridging campus divides, rather than two student groups.

Assessment Ideas

- Indicators of success
 1. The number of events co-sponsored by the two participating groups.
 2. The number and intensity of social contacts among individuals from the two participating groups.
 3. The perceived social distance between the two participating groups.

- Research design
 - Experimental
 - An experimental design is most appropriate if the number of student groups that wish to participate exceeds available resources. The principal constraint is likely to be access to appropriate facilities, not money for groceries.
 - The program can decide which groups to fund by randomly selecting from all applications that are considered to be appropriate. Funded pairings are the experimentals. Proposed pairings that are deemed appropriate, but are not funded, are the controls.
 - The intervention is the Breaking Bread dinner.
 - Indicators are measured at some reasonable time after the dinner has occurred (e.g., 6-12 months).
 - Quasi-experimental
 - Option 1
 - Compare indicators for participating groups before and after the dinner.
 - The limitation of this design is that because there are no comparison groups (i.e., controls), one cannot be sure how much change is attributable to the Breaking Bread program, and how much is due to other factors (e.g., response to campus crisis, response to polarization in society).
 - Option 2
 - Each Breaking Bread pairing is an experimental group.
 - Identify pairs of groups that did not apply to Breaking Bread, but are considered to be similar to pairings that did participate in the program. These pairings are the comparison groups.
 - The limitation of this design is that although the experimental and comparison groups are comparable, we know that they are different in some ways, because the comparison groups did not apply to Breaking Bread. It is possible that factors that affect

whether groups apply to the program will also explain any observed differences in the indicators.

- Additional indicators to monitor
 1. The number of student groups that apply each year.
 2. The percentage of groups that complete Breaking Bread with one partner, and then reapply to participate in the program with a new partner.

Program: Career Preparatory Program (Hypothetical)

School: N/A

Web address: N/A

Description

This program uses financial incentives to campus employers, and a series of career skills seminars, to enhance career-related skills among minority and first-generation students. The goal is to help less advantaged students acquire the soft skills that more affluent students learn from the advantaged members of their social networks (e.g., relatives, neighbors, friends' parents).

The program is administered through the campus employment office. This is ideal because the campus employment office is the host for campus positions, and so employers do not have to post jobs in yet another system, or be expected to know which of their postings are most appropriate for the program. Also, the career employment office has expertise in helping students find jobs, and so will be highly qualified to administer the career-skills seminars.

Eligible students are identified from existing school records and encouraged to enroll in the program. Those who enroll will first work with a counselor to create or modify their resume. This process will help the counselor identify the students' strengths, weaknesses, and interests. This information will guide the job search process.

After a number of appropriate positions are identified, the student will be given a letter identifying him/her as a member of the Career Preparatory Program (CPP), and will be encouraged to submit applications. The CPP letter (1) describes the program as an effort to enhance the career skills that minority and first generation students already possess, (2) stresses that CPP students participate in training designed to make them more committed and reliable than the average student employee, and (3) offers the employer a \$6 per hour subsidy for working with a CPP student. It is critical that this letter stress that CPP students are likely to be excellent employees. The danger is that employers will assume that CPP students are being subsidized because they are undesirable employees.

In addition to their campus jobs, all CPP students are required to participate in four hours per month of career skills seminars. These include such topics as: resume writing, interviewing techniques, job search strategies, soliciting letters of recommendation, dressing for success, and managing work relationships. Each student is also required to meet with a counselor for 30 minutes each month to discuss his/her current campus job.

The counselor works with the student to identify strategies for improving unsatisfactory aspects of his/her job.

Goals

- Improve performance in campus jobs
- Improve success in summer and post-college job markets by helping students enhance their career-related skills and build a record of relevant work experiences

Criteria for inclusion in the program

Underrepresented minority or first-generation college student

Promising components

- Philosophy of enhancing skills, rather than helping overcome deficits
- Focus on career development and campus employment
- Addresses social capital concerns by enhancing soft skills

Troubling components

- Financial subsidies could reduce the employability of CPP students
 - Subsidies will be most effective at schools and in fields where funds for student employees are scarce
 - Consider eliminating subsidies on university campuses, or for campus employers who have ample student employment resources

Assessment Ideas

- Indicators of success
 1. Duration of campus jobs
 2. Percentage of campus jobs that are career related
 3. Success in securing a permanent job or graduate school admission before college graduation
- Research design
 - Experimental
 - It is unethical to withhold career-related services from a random subset of eligible students, unless there is a resource constraint, so an experimental approach is unlikely.
 - Experimental design is also problematic with respect to the effects of subsidies. Although there is debate about whether offering financial subsidies to employers will have positive or negative effects on the employability of CPP participants, any experiment

would likely be compromised because treatment and control groups have frequent contact with one another. Both groups would likely know details of the treatment. One or both groups might change their behavior in response.

- Quasi-experimental
 - Option 1
 - Compare the duration and quality of participants' campus jobs in the 6-12 months before and after enrollment in CPP. The limitation of this design is that it cannot account for changes in student employment that affect all students on campus, or changes that occur for all students as they become more experienced.
 - Option 2
 - Compare post-college outcomes (indicator 3) for CPP participants and comparable students from peer institutions. Ideally, one would want to see that CPP students outperform similar students at peer schools, relative to how these groups compared before CPP was implemented.

Program: Comprehensive Financial Aid (Hypothetical)

School: N/A

Web address: N/A

Description

Our research indicates that lack of financial resources is a significant factor in the relatively low graduation rates and grade point averages of students of color, especially African Americans and Latinos. The core problem is that there are often discrepancies between disadvantaged students' economic realities, and the assumptions that drive financial aid policies. The resulting financial stress interferes with academic performance, and encourages dropout. One discrepancy is that many economically-disadvantaged students perform child care and other forms of unpaid labor while in high school. When these students go away to college, parents are often forced to replace unpaid family labor with paid labor. This results in a gap between family economic resources and assumptions of the financial aid office.

Similarly, financial aid policies tend not to provide adequate support for emergencies. Several members of our group reported that they regularly use their personal funds to pay for students' emergency trips home, lost books, and other unexpected expenses.

We encourage schools to adopt comprehensive financial aid policies that account for both of these sources of stress. Students would feel less stress about the financial implications of going away to college if financial aid forms asked parents to estimate the dollar value of essential household labor performed by the student, and then adjusted aid packages accordingly.

We also encourage schools to address unexpected financial needs by (1) endowing emergency financial aid funds, (2) advertising these funds widely, (3) making it easy for students to apply for these funds, and (4) responding quickly to requests. Many schools have emergency funds available, but few have programs that satisfy all four of these criteria. Harvard's Kimball Winter Clothing Fund (www.thecrimson.com/article.aspx?ref=101873) is a positive example.

Goals

- Provide economically-disadvantaged students with the financial resources they need to be successful at college
- Reduce stress among economically-disadvantaged students

Criteria for Inclusion in the Program

- Unpaid household labor would be a part of financial aid calculations for all students
- Emergency funds would be based on demonstrated financial need.

Promising components

- Comprehensive financial aid would remove middle-class assumptions from estimates of the economic burden college places on disadvantaged students and their families.

Troubling components

- None identified

Assessment Ideas

- Indicators of success
 1. Grade point average
 2. Successful progress toward graduation
 3. Stress levels
- Research design
 - Experimental
 - It would be unethical to randomly withhold more generous financial aid from some students. It would also be difficult to prevent controls from knowing that they are being denied a new resource.
 - Quasi-experimental
 - Option 1
 - Compare indicators for economically-disadvantaged populations before and after financial aid policies are revised. The limitation of this design is that it cannot account for differences between current and earlier periods that affect assessed indicators. Concerns can be addressed somewhat by comparing trends for the focal school to trends for similar populations at peer schools. If there is an effect of the new program, there should be marked differences between focal school and peer school trends after implementation.

Program: The Learning Strategies Center Summer Scholarship

School: Cornell University

Web address: None

Description

The Learning Strategies Center (LSC) offers winter and summer tuition scholarships for undergraduate students. The LSC Scholarship is available to full-time undergraduates with demonstrated financial need who are not making satisfactory, timely progress toward fulfilling degree requirements. Financial aid, usually in the form of loans, is available for living expenses (room/board, books, supplies, personal).

Demand for LSC support usually exceeds available resources, so the following criteria are used to prioritize applications (from highest to lowest priority):

- Seniors who need to satisfy requirements for graduation.
- Upperclass students who did not successfully complete a required course in a prior semester.
- Freshmen, sophomores, and juniors who are not on track to graduate in four years.
- Students who need additional coursework to qualify for a major.
- Students who have been encouraged to take fewer credits in a previous semester due to extenuating circumstances.

Resource constraints prevent the LSC from awarding scholarships to students who are taking winter or summer classes for academic acceleration. If funding were available, the LSC scholarship could be used to help students from underrepresented groups who have not yet fallen behind academically, but who anticipate difficulties in future terms.

Examples include:

- Spreading required courses over an additional summer or winter term so as to increase the probability of academic success and on-time graduation, and
- Exploring challenging courses and majors without the pressure of simultaneously taking a full course load.

Goals

The LSC Scholarship program has two goals:

- Increase the percentage of underrepresented minority students who graduate in four years.

- Reduce the percentage of underrepresented minority students who have low grade point averages.

Criteria for inclusion in the program

- Students must be enrolled full-time during the preceding term.
- Students must be nominated by the minority or multicultural affairs director of their college. These directors understand the details of students' situations and academic requirements, and so are best able to judge which students have the greatest need and will likely receive the greatest benefits.

Promising components

- Provides resources that allow struggling students to use downtime between semesters to improve their academic standing.
- Takes advantage of staff who have deep knowledge of students' circumstances and needs.

Troubling components

- Students must fall behind before they are eligible for assistance. Many students will find it difficult to recover academically, even with the help of an LSC scholarship. Waiting for students to fail academically also limits their academic and career opportunities, and increases their stress levels. We strongly support an LSC scholarship program that is available to students who aim to "keep up", as well as those who have "fallen behind".
- It is wonderful to rely on the experience and insights of staff who know particular students well. We would like to see this local knowledge augmented by a detailed set of guidelines that could be used by staff in all colleges.

Assessment Ideas

- Indicators of success
 1. Grade point average
 2. Successful progress towards graduation
 3. Return to good academia standing within one year
- Research design
 - Experimental

- Warranted because demand for LSC Scholarships already exceeds resources, so current implementation includes rationing.
- The treatment would be receipt of an LSC Scholarship.

Program: Summer Institute for Diversity and Unity (Proposed)

School: Hamilton College

Web address: N/A

Description

Background

From 2002 until 2004, Hamilton College received support from the William and Flora Hewlett Foundation for a faculty summer institute focused on diversity (<http://academics.hamilton.edu/organizations/kirkland/hewlett.html>). Thirty-five faculty members participated in the summer institute. The three cohorts, which represented nearly 20% of the full-time faculty, were drawn from 14 departments (16 from the humanities, 7 from the natural sciences and math, 8 from the social sciences, and 3 from the arts). About 30 new or revised courses have been offered as a direct result of summer institutes (<http://academics.hamilton.edu/organizations/kirkland/hewlett2004-2005classes.html>). Several of these courses have now been offered more than once.

Recently, 20 summer institute participants met to discuss faculty involvement in campus diversity initiatives. The group developed a proposal for a new round of summer institutes, designed for faculty who did not participate in the Hewlett summer program.

Rationale

One of the most effective and efficient ways of significantly diversifying the Hamilton curriculum is to create a mutually supportive and ever-expanding core of faculty from all ranks and disciplines who transform their own courses and encourage and aid other colleagues to do so as well. Accordingly, the Hamilton summer institutes will be structured so as to create interpersonal bonds anchored in a shared interest in diversity while simultaneously providing participants with the intellectual and pedagogical tools necessary to thoroughly and effectively add, augment, or transform the diversity dimensions of their courses.

Proposed Summer Institute

The current proposal aims to extend the original Hewlett grant experience by bringing additional small groups of faculty together to learn about diversity, and to incorporate diverse experiences and perspectives into their courses. The three-day institute will be held at an off-campus conference center. The theoretical complexity and highly sensitive nature of many facets of diversity, difference, and inclusiveness require the guidance of experienced practitioners in an intensely focused environment that fosters

the development of trust and good will. This being the case, the seclusion of a multi-day retreat format is of paramount importance.

One or two outside facilitators will be selected for each institute. Ideally there will be one facilitator focused on the humanities and the arts, and one on the social and natural sciences. Facilitators will be responsible for selecting readings, designing activities, and leading group discussions during the workshop.

Each institute participant will receive a \$1,500 stipend. The expectation is that participants will complete readings in advance of the institute, participate in the institute in its entirety, attend at least three of the four follow-up dinner meetings, submit a copy of the syllabus they created or revised as part of the institute, and write a brief memorandum indicating how they have applied insights from the institute to their teaching.

Annual Budget

Facilitator fees (2)	\$6,000
Facilitator travel (2)	\$1,000
Faculty stipends (12)	\$18,000
Project staff	\$1,500
Conference center rooms and facilities	\$10,000
Photocopying and supplies	\$500
Follow-up dinner meetings (4)	\$2,500
Total	\$39,500
Cost per faculty participant	\$3,292

Goals

- To engage faculty in complex discussions of diversity.
- To build a community of teachers and scholars for whom diversity matters.
- To infuse diverse perspectives and experiences into at least 50% of Hamilton courses.
- To prepare a significant percentage of the campus population, through several new courses and modules, for the difficult discourse engendered by diversity, thereby creating a stronger, more supportive community.

Criteria for inclusion in the program

- Faculty who have not participated in the summer institute
- Preference will be given to faculty from departments that have been underrepresented during prior years of the institute

Promising components

- Proactive approach to diversity
- Focus on creating or revising syllabi, not just on talking about diversity
- Clear mechanism for infusing diverse perspectives and experiences into the curriculum
- Broad impact because courses are spread throughout the curriculum

Troubling components

- The success of the institute will largely be determined by the quality of the facilitators. Recruitment of excellent facilitators must be a top priority.

Assessment Ideas

- Indicators of success
 1. Inclusion of diverse populations in course content
 2. Comfort discussing diversity
- Research design
 - Experimental
 - Randomly assign faculty to experimental and control groups. Experimentals are invited to participate in the institute. Controls are not invited to participate.
 - Compare indicators for experimentals and controls. Note that faculty who decline to participate in the institute are still considered to be experimentals.

Program: Family Transportation Program (Hypothetical)**School:** Blend of programs at Colgate University and Hamilton College**Web address:** N/A**Description**

One of our working group members observed that the problem with many parents of college students is that they are helicopters—hovering over their children. The problem with parents of underrepresented minority and economically disadvantaged students is often quite the opposite; they feel cut off from their children’s college lives, the faculty, and school officials. Recently, such schools as Colgate University and Hamilton College have initiated programs designed to bring parents of some less advantaged students to campus for a coordinated visit. We welcome these efforts and build on them to create our hypothetical Family Transportation Program (FTP).

This program is feasible when many of a school’s underrepresented and economically disadvantaged students are from a single geographic area. In the case of our partner schools, this area is New York City. The first step in the FTP is to send family weekend invitations to the parents of all underrepresented minority and economically disadvantaged students. The invitations should be signed by a senior official of the school, and alert parents that free transportation is available from select areas on luxury, chartered buses. Next, at least one senior school official or at least one professor should be identified to serve as the host on each bus. Last, all parents who reserve seats on a bus are brought to campus on the morning of family day, and returned home that night. These parents are invited to all family day activities. In addition, they are invited to attend a special reception with faculty and senior administrators. Schools are experienced at holding receptions for their most affluent families; the proposed reception would focus the same energy on the least privileged families.

Goals

- Improve the campus climate by demonstrating to underrepresented minority and economically disadvantaged families that their presence at the school is valued and welcome
- Establish lines of communication between underrepresented minority and economically disadvantaged families and school officials

Criteria for inclusion in the program

- Families who lives near, or are willing to travel to, meeting locations for FTP buses

- Families identified as underrepresented minority or economically disadvantaged in financial aid or other school records

Promising components

- Provides the least advantaged families with levels of attention and access that are usually reserved for the most advantaged families
- The FTP operates in conjunction with the school's annual family day, not on a special visit day for minority parents, so underrepresented minority and economically disadvantaged families are made to feel both special and part of the campus community
- Inexpensive, compared to many other diversity programs

Troubling components

- The FTP provides no assistance for underrepresented minority and economically disadvantaged families from areas that draw few students. There may be unintended negative consequences for these students and their families.
- Some eligible students and their families may find it stigmatizing to arrive by bus on a day when other families arrive by personal transportation.

Assessment Ideas

- Indicators of success
 1. Student satisfaction with college experience
- Research design
 - Quasi-experimental
 - Identify eligible families from the target area, and from similar areas that will not be served by the FTP.
 - The families from the target area are the experimentals.
 - The other families are the comparison group. They are not a true control group because there is not random assignment to experimental and comparison groups.
 - Compare trends in satisfaction for the two groups during the prior five years. Look for a different pattern in these relationships during the months or years after the FTP is implemented.
 - The limitation is that differences may be due to differences in the two groups, not the FTP. This concern can be addressed by using existing data on students and families to control for differences between the experimentals and comparables.

Program: Multilevel Mentoring Program

School: Blend of programs at SUNY-Geneseo and Columbia University

Web addresses: <http://www.geneseo.edu/CMS/display.php?page=2790&dpt=multcult>
www.studentaffairs.columbia.edu/multicultural/focus_areas/mentoring.php
www.studentaffairs.columbia.edu/multicultural/focus_areas/social.php#sistercircle

Description

The programs that appear most promising are those that provide multiple and regular opportunities for contact and engagement. As opposed to simply creating mentor/student matches, the most noteworthy programs provide additional structure that facilitates the development of substantive relationships. Although we only anticipated finding peer to peer, faculty to student, or alumni to student configurations, we also discovered a couple of interesting hybrid models that weave together a number of different programs to create an extensive and multiply accessible web of mentoring opportunities for students.

These programs add to the overall comfort felt by students by fostering supportive relationships and providing both student and mentor with opportunities to share their own stories and experiences with each other. Through sharing, students feel that they can relate more to their mentor and feel less alone. Also, having meaningful peer and adult relationships at college enhances students' social networks and connects them to resources and opportunities that they might not have otherwise discovered.

Columbia University's Mentoring Programs

Columbia University offers three levels of mentoring programs:

1. Alumni of Color Outreach Program (ACOP) offers students the opportunity to be mentored by Columbia alumni, and to participate in a variety of alumni–student events, both on and off campus.
2. Office of Multicultural Affairs (OMA) Peer Mentoring uses one-on-one and small group mentoring to help incoming students build relationships with advanced students.
3. The SisterCircle pairs undergraduates with faculty and staff who share their academic or professional interests and cultural backgrounds. Through informal interactions with their mentors, students learn how to overcome personal and academic challenges.

SUNY-Geneseo Compass Mentoring Program

First-year students are paired with advanced students and a faculty or staff member. In addition to unstructured interactions, mentoring teams also come together for biweekly events and tutoring sessions.

Goals

- To provide students with a diverse web of social relationships that can help them navigate personal and academic challenges.

Criteria for inclusion in the program

- Underrepresented minority and economically-disadvantaged students

Promising components

- Regular contact through a series of formal and informal activities
- Multiple levels of mentoring acknowledges that peers, faculty, staff, and alumni are each important parts of a comprehensive support network

Troubling components

- Mentors should participate in ongoing training sessions so that they are less likely to dispense misleading or unhelpful advice
- It is critical that students be able to easily change mentors so that mentoring relationships do not become unwelcome burdens

Assessment Ideas

- Indicators of success
 1. Ability to identify students, staff, alumni, and faculty who provide the student with social and academic support
 2. Satisfaction with college experience
 3. Satisfactory progress towards graduation
 4. Grade point average
- Research design
 - Experimental
 - Random assignment is appropriate because there are unlikely to be enough mentors to serve all students.
 - Experimentals are assigned a mentoring team of students, staff, alumni, and faculty. Controls are not assigned any mentors.

Program: Counseling and Psychological Services (CAPS)

School: Cornell University

Web address: www.gannett.cornell.edu/CAPS

Description

Research suggests that in order to reduce the minority-status stressors that adversely impact achievement and outcomes for students of color, campus counseling and psychological services should:¹⁵

- Clearly state their commitment to diversity
- Employ a diverse staff
- Work collaboratively with existing support services frequented by underrepresented ethnic and racial minorities
- Develop culturally sensitive outreach programs that exhibit concern and support while also providing the staff with an opportunity to elicit students' perceptions of their own psychological support needs
- Demonstrate a willingness to serve as advocates who help students access and resolve difficulties with various campus entities and offices
- Demonstrate a willingness to establish ongoing support groups when and where students choose, groups that provide them with opportunities to vocalize frustrations and concerns, and work with counselors to develop effective means of addressing them

Cornell's Counseling and Psychological Services (CAPS) boasts racial and ethnic diversity in its staff, an array of discussion and support groups tailored to minority students, a prominent statement of its commitment to diversity, and impressive outreach and involvement in campus life. Initial consultations are free. There is a \$10 fee for counseling appointments, but this can be waived for economically disadvantaged students. In addition to on-site consultations, CAPS staff also offer daily off-site consultations. Many of these off-site opportunities are held in locations that are popular with African American, Latino, and international students.

Goals

- To reduce the barriers to seeking mental health assistance
- To identify and treat mental health problems before they threaten academic success

¹⁵ "Black Male Perspectives of Counseling on a Predominantly White University Campus," Wendell W. Bonner, *Journal of Black Studies*, Vol. 27, No. 3 (Jan., 1997) , pp. 395-408

Criteria for inclusion in the program

- All students
- Reduced costs for economically disadvantaged students

Promising components

- Off-site consultations in places minority students frequent
- Staff are sensitive to links between minority status and mental health

Troubling components

- It is critical that CAPS find ways to work with students' teachers that do not violate privacy laws. Faculty can work with students and CAPS to respond to mental health problems if they know that problems exist. In the absence of information, faculty often assume that students' lack of effort is due to laziness or questionable priorities.

Assessment Ideas

- Indicators of success
 1. Number of mental health consultations
- Research design
 - Quasi-experimental
 - An experimental approach is unethical because there are no compelling reasons to withhold medical services from students who would be randomly assigned to the control group.
 - A quasi-experimental design would look for trends in mental health consultations for target populations. A stronger assessment would involve comparing trends for target populations at the focal school with trends for similar students at peer schools. If it is effective to disperse counselors into the campus community, then there should be larger increases in consultations for the focal campus, than for the peer institutions.

Program: Mellon Mays Undergraduate Fellowship

School: Cornell University, and several dozen other schools

Web address: www.mmuf.org

Description

In 1988, the Mellon Mays Undergraduate Fellowship Program was established to address concerns about the small number of college and university faculty members who are from underrepresented minority groups. The program aims to encourage underrepresented minorities, and other U. S. citizens and permanent residents who are committed to eradicating racial disparities, to develop their academic interests and to pursue doctoral degrees in core fields (e.g., anthropology, history, physics). Mellon Mays is currently active at 34 colleges and universities, and 39 historically black institutions.

The details of Mellon Mays vary somewhat by school. At Cornell (www.arts.cornell.edu/mellon/index.html), students must be nominated to the program and submit an application in order to be considered. Cohorts average about five students per year. Fellows and their faculty mentors work collaboratively for four semesters to conduct original research and to produce an article-length manuscript. Each fellow receives a stipend of between \$800 and \$1,020 per semester, depending on his/her unmet financial need. Fellows are allowed \$400 for travel during the year, and up to \$3,000 for summer research. The financial aid office waives summer earnings expectations for fellows who opt to continue working on their project during the summer. Last, the program repays up to \$10,000 of the fellow's undergraduate or graduate loans upon completion of a Ph.D. in a Mellon-designated field.

Goals

- Increase the number of underrepresented minority students who earn doctorates
- Increase the number of underrepresented minority faculty at colleges and universities

Criteria for inclusion in the program

- Underrepresented minority
- U. S. citizen or permanent resident who expresses a commitment to eradicating racial disparities

Promising components

- Successful participation in program provides students with ample material for a senior project or honors thesis

- Through their close collaborative relationships with faculty members, fellows develop a deep understanding of the advantages and disadvantages of a life in academia

Troubling components

- Some of the program's success must be due to its recruitment of highly-qualified and motivated students, but it is unlikely that all of these students would have had an intense and prolonged research experience without Mellon Mays

Assessment Ideas

- Indicators of success
 1. Completion of a senior or honors thesis
 2. Application to a Ph.D. program in a Mellon-designated core field
 3. Completion of a Ph.D. program in a Mellon-designated core field
 4. Employment as a tenure-track faculty member at a college or university
- Research design
 - Experimental
 - It is likely that the number of eligible students will exceed the program's financial resources and number of available faculty mentors. If this is the case, then an experimental design is appropriate.
 - Grade point averages and faculty recommendations are used to identify the population of eligible students.
 - One group is randomly assigned to the experimental condition. They receive personalized invitations to participate in Mellon Mays.
 - The remaining students are the control group. They are not invited to participate in the program.
 - The program's impact is determined by comparing short and long-term indicators across the two groups.
 - This design has the advantage of assessing the impact of the program for all eligible students. Alternatively, one could assess the impact for students who express an interest in participating by randomly assigning applicants, rather than eligibles, to experimental and control groups.

Program: Multipurpose, Integrated, Staffed, Multicultural Centers

School: Based on Colby College and Bates College

Web address: www.colby.edu/pugh.center

<http://abacus.bates.edu/admin/offices/multicultural>

Description

Multicultural centers provide safe havens for students of color, while also empowering them to be socially and politically active within the campus community. Those centers we consider to be most promising have the following characteristics:

1. Provide a safe and comfortable space for students to connect with others of similar identity through academic, cultural, and social opportunities.
2. Provide support services and serve as a campus resource for underrepresented students.
3. Promote cross-cultural collaboration and understanding through enrichment programs and campus wide programming.
4. Are administered by full-time staff with expertise in student services and diversity.
5. Are spatially integrated with core student facilities, so that all students observe and experience center activities as part of their everyday routine.

Pugh Center at Colby College

“Colby has a strong commitment to diversity. The new Pugh Center provides a hub for programs and activities that promote intercultural communication and understanding on campus. Located in the Cotter Union, the Pugh Center serves as a clearinghouse for information on issues and concerns about race, ethnicity, religion, gender, and sexual orientation.

“The Pugh Center has 14 offices for student organizations, a common room for single group or collaborative programming, and a fully equipped kitchen. The 14 student organizations use their space to organize activities, work on projects, and conduct meetings at their convenience and in private. A coalition of student organizations, the Pugh Alliance, fosters inter-organizational cooperation and aids Colby's diversity initiative.

“The common room serves as a gathering space for collaborative activities and experiential learning opportunities that promote and support the values of diversity. In addition, heritage/awareness months and weeks, prominent speakers, bands, and exhibits are scheduled in the common room. Cafe-style seating provides opportunities

to interact with members of the campus community. Although first consideration is given to members of the Pugh Alliance, the common room can be reserved by any campus group. A portable resource center located in a corner of the common room houses a variety of cultural magazines, timely articles, and club brochures.

“The Pugh Center kitchen is fully equipped and can accommodate eight comfortably. It is available by reservation.” (www.colby.edu/pugh.center)

Multicultural Center at Bates College

“The Multicultural Center acknowledges, celebrates, and promotes the diverse cultural experiences that each member of Bates College brings to the community. The Center acts as a catalyst for exploring critical issues on campus by initiating discussions about race, class, ethnicity, gender, nationality, sexual orientation, and the historical and current realities that impact understanding of these topics. Seminars, off-campus study experiences, cultural celebrations, speakers, workshops, art, other media exhibits and the like are developed by both the Multicultural Center and its affiliated student organizations. These programs explore and support the intellectual, social, cultural, political, and spiritual development of the entire campus. The Center is open to the entire Bates community and the public. However, the Center has a unique role with regard to the support of students from marginalized communities and cultures.” (<http://abacus.bates.edu/admin/offices/multicultural>)

“The Director oversees the Multicultural Center and initiates, coordinates, and implements programs to promote racial, cultural, class, gender, sexual orientation, religious, and ethnic understanding for the campus as a whole. The Director advises and assists student organizations and individual students with political, academic, cultural, and social programming; identifies avenues and opportunities for social activism; and acts as a resource for personal development. The Director serves as an advisor, educator, mediator, counselor for students, and a resource for faculty and staff on diversity issues. In addition, the director acts to insure that the campus community engages in programs and dialogues that result in understanding, respect, and tolerance for diversity. The Director also supervises the Multicultural Center assistants and acts as chief editor of *Culturaltimes*.” (<http://abacus.bates.edu/admin/offices/multicultural/director.htm>)

Goals

- To provide a safe and comfortable space for students to connect with others of similar identity through academic, cultural, and social opportunities.
- To provide support services and serve as a campus resource for underrepresented students.

- To promote cross-cultural collaboration and understanding through enrichment programs and campus wide programming.

Criteria for inclusion in the program

- None

Promising components

- Focus on providing a safe space for underrepresented minority students *and* improving the campus climate.
- Physical and social integration with the central campus. At many schools, the multicultural space is physically and socially isolated.

Troubling components

- Even multicultural centers that offer diverse programming and are integrated with other campus activities are often accused of encouraging minority students to segregate themselves from whites.

Assessment Ideas

- Indicators of success
 1. Number and type of multicultural events attended
 - Collect data for majority and minority students, as well as students from several economic groups
 2. Belief that there is a space on campus where the student can relax and be himself/herself
 - Collect for racial and ethnic minorities
- Research design
 - Quasi-experimental
 - It is not feasible to limit access to a multicultural center to a random subset of students, so an experimental design is inappropriate.
 - A quasi-experimental design would collect data for the indicators at multiple time points before and after the multicultural center is established. Comparisons would be over time.
 - It would also be useful to include trend data for peer institutions, so one could be more certain that any observed changes in indicators after the multicultural center is established are in fact due to the center.

Program: Skin Deep**School:** Colgate University**Web address:** www.colgate.edu/DesktopDefault1.aspx?tabid=1300&pgID=98**Description**

Skin Deep is a three-day, two-night program during which about 25 students and 5-8 faculty and staff work together to understand what it takes to build a diverse, committed, and dynamic human community. The program is conducted immediately before the start of spring semester, and held at a nearby conference center. Through a number of group activities, participants develop a vision for a Colgate community that is truly multicultural. They also identify barriers that keep Colgate from having such a community, as well as strategies for overcoming these barriers. A living document is created as a result of this process. This document guides the groups' activities throughout the academic year.

As an incentive, Skin Deep student participants receive one physical education credit for completing the retreat, and a second physical education credit for implementing at least three of the initiatives identified in the group's Skin Deep document. Initiatives have included bimonthly group discussion meetings, articles for the school newspaper, and a student forum on white privilege.

Goals

- To encourage students to identify and implement initiatives that will improve the campus climate for diversity

Criteria for inclusion in the program

- Preference for first and second-year students
- Students from all racial and ethnic groups are encouraged to participate

Promising components

- Intensive program promotes deep bonds among participants and the identification of complex initiatives
- Encourages students to take responsibility for improving their community
- Promotes the idea that students from all racial and ethnic groups are responsible for improving the climate for diversity

Troubling components

- All participants are volunteers, so there are concerns that the program is simply selecting students who are already highly motivated to improve the campus

climate for diversity. In its extreme form, this selectivity concern questions whether there are any actual effects of Skin Deep participation.

Assessment Ideas

- Indicators of success
 1. Number and type of diversity actions taken

- Research design
 - Experimental
 - The program clearly could not accommodate all students, so random selection is a defensible strategy.
 - One group of students is randomly assigned to the experimental condition. They receive personalized invitations to participate in Skin Deep.
 - A second group of students is randomly selected and not invited to Skin Deep. This is the control group.
 - The program's impact is determined by comparing the two groups on the number and type of diversity actions taken in the year after Skin Deep is held.
 - This design has the advantage of assessing the impact of the program for all eligible students. Alternatively, one could assess the impact for students who express an interest in participating by randomly assigning applicants, rather than eligibles, to experimental and control groups.

NOTE: Hamilton College also conducts a Skin Deep program, albeit with somewhat different details (www.hamilton.edu/college/multicultural_affairs/skindeep.html).

Program: Sponsors for Educational Opportunity (SEO) Career Program

School: Various

Web address: www.seo-usa.org/career

Description

Created in 1980, the SEO Career Program currently places more than 350 black, Latino, Asian American, and Native American undergraduates in ten-week internships each summer. Interns are selected on the basis of application materials, and rigorous in-person interviews. The more than 40 participating firms represent the following sectors: accounting, asset management, corporate law, global corporate financial leadership, information technology, investment banking, management consulting, and philanthropy. The SEO is responsible for matching interns to internships.

Career Program participants complete a number of online courses before beginning their internships. Modules include equity valuation, corporate finance, and the fundamentals of economic indicators. In addition, all participants meet in New York over Memorial Day weekend for a series of seminars designed to explain their internships and enhance their professional skills.

SEO claims that it is responsible for a significant increase in the number of people of color employed on Wall Street and by major corporations nationwide. More than 80 percent of SEO interns receive job offers from partner firms after their internships. SEO also boasts an active network of over 3,000 alumni who provide professional and social support to one another.

Goals

- To increase the number of racial and ethnic minorities employed in the financial sector and related fields

Criteria for inclusion in the program

According to the SEO website (http://www.seo-usa.org/career/default.asp?page_id=80), the ideal Career program applicants:

- are hungry to succeed
- possess a voracious appetite to learn
- have demonstrated academic achievement
- demonstrate leadership and initiative
- show interest in the industry of their choice
- are committed to community service
- do their homework, that is, come prepared, and

- are ready to work extremely hard to reach their goals

Applicants should also have:

- strong analytical, quantitative, interpersonal, and communication skills
- maturity
- a minimum 3.0 cumulative GPA
- at least one more semester of coursework before graduation

Promising components

The Career Program addresses social capital concerns in two ways:

- It matches outstanding underrepresented minority students to top employers in the financial sector.
- It connects participants to an active alumni network that can provide ongoing professional and social guidance.

Troubling components

- The program is highly selective. It may be that SEO has outstanding results because the students it selects are already on track to get top jobs, rather than because the program has a large effect on students' trajectories.

Assessment Ideas

- Indicators of success
 1. Number of job offers from top firms
 2. Satisfaction with job search process and job offers
 3. Starting salary
- Research design
 - Experimental
 - The SEO Career Program enrolls a small number of elite students each year. There are legitimate reasons to expect that in the absence of SEO, these students would do quite well in the job market. One can therefore make the case that the SEO treatment effect is small, and so random assignment is defensible.
 - Qualified applicants are randomly assigned to one of two groups. The experimental group is accepted to the SEO Career Program. The control group is informed that they are highly qualified, but that the program could not identify a suitable internship.
 - Indicators are compared across the two groups.

Program: Feedback (Hypothetical)

School: N/A

Web address: N/A

Description

In the spring of 2006, a visiting black student was stabbed by a white Cornell undergraduate. The white student was quickly taken into custody and charged with felonious assault and committing a hate crime. Many white students seemed to view this incident as a disturbing attack by a disturbed student. By contrast, many students of color seemed to view this incident as an extreme and very public example of the racialized treatment they regularly face on campus. Many minority students participated in rallies and made demands of the administration, while most white students went about their normal routines, confused about the intense response to a lone, albeit deeply disturbing, incident.

As we discussed this incident and its aftermath in our working group, members recounted similarly disparate responses to racialized incidents at other schools. It seems clear that despite integration on campuses, majority students often have little understanding of what their minority peers experience. This is not surprising given the dramatic shift over the past 40 years from blatant to subtle forms of bias. Unless students discuss personal and painful experiences with one another, it is extremely difficult for majority students to appreciate their privileged place on campus.

Although several programs (e.g., Breaking Bread, Skin Deep, Summer Institute for Diversity and Unity) offer great promise to help students and faculty appreciate how race and ethnicity affect campus experiences, each is limited by its requirement that participants depart from their usual routines and devote time to a new activity. By contrast, Feedback engages students, faculty, and staff in the course of their everyday routine.

The core of Feedback is a simple, black and white, quarter-page ad that appears in the school newspaper on a regular schedule (e.g. once or twice each week). The box has two sections. The upper section says, "I felt like a full member of the campus community because..." The bottom section says, "I did not feel like a full member of the campus community because..." Students are invited to send brief descriptions of their relevant experiences to a secure email address. The published ad identifies submitters by year, but does not include any other identifying information.

Goals

To improve the campus climate by allowing students to share experiences of bias or kindness in a confidential way. The hope is that these vignettes will promote concrete, spontaneous conversations, and as a result raise awareness among majority populations.

Criteria for inclusion in the program

- All students are encouraged to submit brief accounts of their recent experiences with any form of on-campus bias or kindness.
- A senior administrator is responsible for deciding which submissions to publish.

Promising components

- Inexpensive
- Little staff time
- Requires little effort from minority or majority students
- Preserves confidentiality
- Minimizes stress on those who share their experiences

Troubling components

- None identified

Assessment Ideas

- Indicators of success
 1. Racial attitudes on senior survey
 2. Number of reported bias incidents
- Research design
 - Quasi-experimental
 - Compare trends for own school to trends at peer institutions. Also, compare indicators for own school before and after Feedback program is initiated.

Conclusion

The goal of this project has been to create a resource for college and university administrators. We have not identified a single program that will close racial and ethnic gaps. In part, this is because we believe that it is more effective to adopt a range of connected programs, than to expect too much from any one program. The other reason why we do not recommend a specific program or package of programs, is that we believe that programs must be assessed in local contexts. As our working group visited campuses and met with faculty, staff, and students, it was clear to us that no one diversity plan will be effective on all campuses.

The core of our report is an extensive, yet incomplete, inventory of diversity programs, and a detailed description of 14 specific programs. We urge readers to scrutinize these programs. We also urge readers to be as skeptical about the programs at their own schools, as they are about the programs we have highlighted. In all cases, administrators must ask critical questions about program goals and indicators of success.

We close with a call for all colleges and universities to reexamine their diversity goals, outcomes, and programs. We know that this will not be easy. We know that heeding our call will in some cases lead to political confrontations that people would rather not have. We also know that colleges and universities have a responsibility to take on this difficult project. The parents who trust us with their children, and the students who trust us with their futures, deserve nothing less.

Appendix A

Literature Review: Culture and Student Comfort at Selective Institutions

In this review we sought information about the culture of underrepresented students in highly selective institutions, e. g., academic environments which could be seen as advantaged and privileged. Upon reviewing the academic literature, we decided to focus on culture as it relates to the factors affecting minority students' comfort in these institutions. Culture and climate of an institution can often seem similar especially in terms of the conditions that create a sense of environment. The lines separating and making the difference between culture and climate are often blurred and rather unclear at times, and thus these terms are often found intertwined in the literature. To make the connection between culture and comfort more evident, we have made reference where appropriate to campus environment within the context of its climate. Nonetheless, the main objective of this paper is to provide instances that we consider to affect minority students' culture and comfort at academic institutions.

The campus environment of selective institutions is far more inclusive of diverse perspectives as well as more critically contributes to a student's growth and development than what it is usually credited for. The academic environment is often represented by its more superficial qualities such as: the institution's physical scenery, the surrounding local community, classroom size, and the nature of the residential experience, to name a few. These qualities, although fundamental and essential parts of the campus' experience, by no means provide a thorough description of a college environment. Factors such as the availability of academic and student support services, the philosophy of campus leaders and their implementation and practices, interaction among students, and convocations and programs that emphasize informal discussion are also important components of a campus environment and have a significant impact on the psychosocial and cognitive development of students (McIntosh, 2000). In fact, "a student's academic outcome depends on a campus environment that understands and appreciates diverse ideas, people, and cultures, and provides high quality student experiences" (Purdue, 1995). Indeed, in Ethelene Whitmire's (1997) study about academic libraries, she discovered that a comfortable institutional environment would actually enhance the minority undergraduate student's use of the academic library, and makes a difference to their cultural adjustment to the institution.

As a major component of an institutional environment, the campus climate also can play a major role in a student's level of comfort. Hughes et al. (1998) found in most

research on student recruitment and retention that the benefits of a positive campus climate are clear. Research on student retention demonstrates that student academic factors (e.g., grades, study habits) do not sufficiently explain student success. The student's own integration to campus life directly affects retention rates, including these factors: few reports of racial discrimination, high satisfaction with their university, perceived membership in the affairs of the racial majority on their campus, and having relatively strong peer relationships. Some aspects that can determine the nature of racial climate at institutions include student social adjustment, attitudes of other students, access to instructors, academic programs, social support, institutional policies, and financial aid. Other campus climate factors include: school size, forms of control, residential or commuter status, admissions selectivity, income per student, as well as student characteristics, attitudes, and behaviors. Financial concerns were important to minority student success and students with fewer financial concerns persisted longer. The quality of interaction with faculty, staff, and other students became crucial to minority student retention, once finances were secured. The intersection of race and class issues in campus policy directly affects minority students' success. Overall, the literature highlights five campus climate factors that improve retention/comfort for minority students:

1. Size of minority population and access to minority culture
2. Campus location
3. School involvement opportunities
4. Financial aid
5. Climate of residence halls

Positive campus environments are most likely to occur with visible administrative commitment to promoting the success of minority students comprehensively and systematically rather than sporadically. Negative campus environments tend to have small numbers of minority faculty members and limited involvement in multicultural strategies by faculty members. The most progress occurs on campuses enhanced by a favorable policy on institutional climate.

According to Pewewardy and Frey (2002) a one size fits all campus climate will never adequately support a diverse student body. While university campuses are becoming increasingly diverse, we cannot assume that diversity of numbers equates with acceptance of and respect for differences. There is great credibility in Afshar and Sung's (2003) statement that the purpose of higher education is to remove narrow constrictions of the mind, to extirpate prejudice, and to remove barriers to the open pursuit of knowledge. Research has shown, however, that while predominantly White institutions do not intentionally create unresponsive and unfriendly campus

environments, they were not created for students of color. The findings of this study provide evidence that intolerance and exclusion are too often the experience of students of color—even on a campus that is ethnically and racially diverse. More studies reveal that Blacks in predominantly White research universities are experiencing more incidents of stereotyping and isolation than other racial groups (Purdue, 1995). In Whitmire's (2000) work, she noted that on a national level, white students are more likely than African-American students to perceive the faculty as approachable. Consequently, voices of students of color are often not heard at many colleges and universities.

Pewewardy and Frey argue an explicit commitment by the highest administrative officers to enhancing cultural diversity on campus is crucial to the development of a positive climate. This commitment must be operationalized in all units on campus, academic as well as those dedicated to student support services. Part of this initiative must be explicitly devoted to the prevention of racial discrimination and harassment. Widely distributed messages that racism (and all other forms of bigotry) will not be tolerated, and mechanisms for reporting such incidents must be well specified and well publicized. High visibility incidents must be addressed by top campus administrators in a manner that clearly states the institution's position. These preventive steps must be complemented by educational integration of cultural diversity issues into the curriculum. Creating an affirmative climate can only occur if all members of the university community—faculty, students, and staff—are drawn into the educational process. Such ownership of the problems faced by students of color and White students by academic and administrative leaders of predominantly White institutions provides a strong stimulus for change. In addition, this research suggests that formal mechanisms should be put into place to routinely monitor campus climate and experiences of racial harassment and discrimination. In this way, informed planning can occur for the design of necessary interventions.

Scholars and collegiate institutions alike are investigating ways in which the culture of selective institutions can be used to make the institutional environment more comfortable for and accepting of underrepresented minority students. Many institutions are noticing that both intergroup and intragroup experiences are important for the retention and success of minority students in selective institutions; however, these experiences are very difficult to achieve (Purdue 1995, McIntosh 2000, Whitmire 1997). This seems to be because, "every time you break out entities you create walls. We need to keep the separate support entities, but also keep the walls down" (Purdue, 1995). In the final report to the Lily Endowment, Purdue University noted that when the institution is expected to make publications and informal remarks about its diverse community it is important to highlight diversity policies, programs, activities, and

accomplishments to sustain a more comfortable campus environment for underrepresented minority students. However, degrees of comfort and culture are not limited to general on campus policies and activities but also include areas of interest such as, the surrounding community, centralized resources and leadership and specific policies targeting the different year class levels of students. For instance, one way to create a more welcoming environment for minority students is to work with surrounding communities through programs such as community service projects in which underrepresented minority students directly interact with community officials. Another significant way to create an environment that values all its members is to enhance leadership at all levels of the University by clearly defining and delegating centralized resources, services, and assistance programs (Purdue, 1995).

Parker (1997), like Pewewardy and Frey (2002), says the research indicated that student success is highest when retention efforts are coordinated by a centralized office or person, making the effort visible, and giving it a sense of importance. The most critical person in the retention effort is the college president or top executive administrator. Without the commitment of the board of trustees and president, retention efforts will not be successful. Institution-wide commitment and involvement provide the greatest impact. Faculty, staff, student service personnel, support services administrators and students must combine their interests and energy to improve the institution's retentive power. Respondents to the study perceived the president, followed by academic and student affairs administrators, faculty and the college board, as the key stakeholders behind retention. Having a retention steering or advisory committee is another integral aspect of promoting retention. Parker found that fifty-four percent of the responding institutions indicated that they did not have a retention steering or advisory committee. This reveals the low level of involvement and importance placed on retention activities. According to the study, the strategies used most often by institutions to overcome retention problems were:

- The creation of positions dedicated to handling retention activities on campus.
- The recognition of the need for additional funding sources.
- The establishment of mentor programs for minority students—programs that have helped minorities see successful students and staff who can show them a path to success, and which give them the confidence and support they need.
- The reorganization of faculty/staff duties and responsibilities to assist in retention activities—especially for institutions with limited resources.
- The development of a reporting system for identification and tracking so that institutions can have accurate data, and data processing capabilities, on the different facets of their programs.

- The development of faculty/staff training to better understand minority populations.

Based upon a review of the Purdue report to the Lily Endowment, there are six more important points that address and compliment an enhancement of leadership through resources and services:

1. Campus-wide advocacy and expertise to offer services and support for minority programs and other activities, such as curriculum transformation or classroom climate interventions.
2. Professional development opportunities for minority program directors, including a better understanding of the research about factors critical in minority success and evaluation assessment strategies.
3. Coordination of programs, activities, and events such as guest speakers, celebrations, performances, panels, and workshops that are currently sponsored by a variety of offices across campus. For example, publication of a diversity calendar and a resource guide to programs and activities would be helpful.
4. Development of an orientation experience for all entering and transferring students that includes diversity as a core value of the University and a key component in all students' education.
5. Activities, events, gathering places, and other university-wide student support functions including advocacy for minority students within the surrounding communities.
6. Every minority program should be evaluated routinely for its success in meeting its goals: Do the programs produce the desired impact? ; Are they cost effective? ; Do program directors have the resources, training, and time to produce successful results?

Finally, a third way to create a more welcoming environment and conducive culture is for Universities to emphasize diversity awareness for all entering freshman and transfer students through orientation programs, residence hall life experience, and familiarity with cultural centers throughout the first year and beyond. For example, Pittman (1994) argued that campus comfort is an essential aspect of retaining students of color, and that the culture center can contribute to this. By necessity, students of color must be multidimensional in order to survive academically and socially, and the cultural center often complements this developmental process. Not only are cultural centers of critical importance to communities of color, but they are also essential to the creation of healthy academic environments for the following reasons:

1. There is a strong relationship between levels of campus comfort and retaining students of color.
2. Cultural-specific, multicultural and intercultural centers offer opportunities for scholarship, research, and faculty enrichment in areas of race, culture and ethnicity across all disciplines.
3. Cultural centers represent a major way to improve campus race relations by generating a wealth of lectures, dialogues, and exhibits that are useful in educating the campus community.

Our ability to meet these challenges need not be judged only by the number of centers we create, but by how open we are to helping students to meet their needs. And, as evidenced on many campuses, cultural centers can be key in this process. Periodically surveying minority and majority students, faculty and staff about their perceptions and attitudes about diversity and campus environment can aid this process, as well as produce valuable information for improving campus culture and inevitably minority student retention. All in all, the general impression for creating a more comfortable environment and campus culture is to balance support for intragroup activities that provide necessary social activities for minority students with increased intergroup activities and collaboration.

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Appendix B

Literature Review: Stereotype Threat

Stereotype Threat- Definition and Introduction

The way we view ourselves is based on various experiences that convey to us who we are, how valued we are and what we are capable of achieving in our lives. The groups we belong to or affiliate with can influence our self-concept. Oftentimes we start to behave in a way that coincides with our self-concept regardless of whether it is negative or positive. Some group members can experience stereotype threat if they believe that certain behaviors on their part would confirm a negative stereotype in the minds of others (Passer and Smith, 2007).

Unfortunately, our source for such negative images is in fact the media. The main victims of stereotype threat are African-Americans, Latin Americans, Asian Americans, and homosexuals. These negative images become embedded in the minds of the viewers as well as the target victims. This can result in a very harmful internalization and damaging effects of the way one views him/herself. As a result, stereotype threat can affect performance in the workforce, athletics and classroom.

Although our primary focus is looking at the effects of stereotype threat on college campuses, there is likely a strong correlation between the role the media plays in instigating stereotype threat and the academic performance of minority students. Claude Steele argues that stereotype threat creates anxiety and undermines performance. To test his hypothesis, Steele and his colleagues examined the academic performance effects of two widely held stereotypes: (1) women have less mathematical ability than men, and (2) African Americans have less intellectual ability than whites (Passer and Smith, 2007).

Theories of Stereotype Threat

In considering issues that can impede the academic success of students of color on predominately white campuses, stereotype threat has emerged as a potentially significant barrier. The theory of stereotype threat, developed by psychologist Claude Steele, makes the argument that members of particular minority groups will underperform academically due to an unconscious fear that they will live up to negative stereotypes.

Goffman's theory of the "presentation of self" tells us that we are constantly evaluating our interactions with people and editing them so that our actions adhere to their expectation of us in order to positively interact. Simply put, one's perception of how

one is being perceived by others is greatly influenced by how one chooses to present him/herself (Davis, Silver 2003; Friedson, 1983). This notion of perception is similar to what is articulated in W.E.B. DuBois's double consciousness theory. DuBois states one not only has to struggle with how one perceives him/herself, but also with how others perceive him/her. Therefore, in the case of stereotype threat, a student may believe that others are judging him/her in a stereotypical way. As a result, one may become self-conscious and anxious about one's performance in fear that they are representing one's ethnic/racial group. A leading scholar in the area of stereotype threat is Claude Steele who has done extensive research and studies regarding the effects of stereotype threat in accounting for some of the academic disparities between black and white students at predominately white institutions (1997).

Claude Steele and Geoffrey Cohen identify issues of trust as central between minority students and white professors. The authors make three claims:

1. "Stigmatization impedes trust" meaning that ethnic students, due to their devalued place in society, question the fair treatment of their schools and teachers.
2. "Mistrust elicited by the stigmatization can cause motivation and performance to suffer." In other words, ethnic students may withdrawal from schools out of fear of being rejected or stereotyped by teachers and other authorities.
3. Students who feel that they will not be negatively stereotyped will put forth more effort and may even invest their identity in their academic quests. Steele and Cohen present previous research that shed light on the effects of stereotype threat, as well as their own laboratory work.

Another interesting point raised by the authors deals with students of color who seek mentorship. Students of color may not trust the person giving the feedback and may therefore feel that the feedback is biased due to the mentor's stereotyped view of the ethnic group to which they belong. The authors conclude that educators who work across gender and racial lines must make a conscious effort to communicate that they are supportive and make sure that students of color know that they are respected personally and so is their ethnic group (2002).

Influences of Stereotype Threat on Faculty (one case example)

Students of color are not the only ones that deal with these issues. Faculty of color also face similar problems within their departments. For example, in an article written by Yolanda Flores Niemann, she discusses how ethnic/racial minority faculty continue to be underrepresented in the U.S., representing about 6% of all professors in the academy.

She shares her own experience as a newly hired professor in the social science department at her university. There was controversy surrounding her hiring process which made her feel as if she was being perceived as “the one the dean forced the social science department to hire.” As a result, she felt alienated and stigmatized. She noticed how faculty distanced themselves from her and no one offered her their mentorship or guidance toward tenure. She found it hard to trust faculty in her department because she felt as if they had the interest of their department rather than her best interest in mind. Even when she received positive feedback on one of her papers she submitted for a top journal, it was inconsistent with the racism and stigmatization she received from the department, which discredited the positive feedback she received. As a result, she began doubting her competence and her confidence plummeted. This is any example of self-undermining behavior.

Women, African Americans, and Standardized Tests

Another area in which Steele focuses is women and African Americans and the effects of stereotype threat on their performance on standardized tests. Steele compares the anxiety felt by women and African Americans as the result of assumed negative stereotypes about their intellectual performance. This theory assumes that identification with the school increases one’s success rates and that the experiences of these groups impede their identification with some characteristics of school achievement. Steele concludes stereotype threat’s short-term effect can be to lower intellectual performance but over time can challenge women and African Americans’ identities (1997).

Challenging the work by Claude Steele, Paul Sackett, Chaitra Hardison and Michael Cullen, (2004) assert that stereotype threat as termed by Steele has been misinterpreted and that tackling stereotype threat will not eliminate the African American-white difference in test performance. The authors argued that controlling stereotype threat will not affect performance differences between African Americans and white students, thus warning against overzealous interpretation of Steele’s experiment. The authors conclude that while Steele’s work recognizes the importance of stereotype threat, they warn against accepting this as the main reason of the achievement gap. This would lead to “the belief that there is less need for research” which may have the potential of exploring other explanations of contributing factors such as unequal access to educational and economic opportunities. They argue that we must continue to research this area rather than being satisfied with the explanation stereotype threat has to offer.

Diversity and Multiculturalism

Kelly Ervin (2001) sheds light on how African American students view diversity and multiculturalism and some factors that mediate these views. Ervin states that white students are against efforts to diversify schools because they feel that it gives students

of color special treatment while leaving out white students. Similarly, students of color are against diversity because they feel that it is a facade and those programs are just meant to mask the fact that nothing is really being achieved. Consequently, students of color will inevitably be left with the burden of having to educate white students about why diversity is important. The author talks of “racial self-esteem” (defined as students’ opinions and evaluations of themselves as African Americans) as the factor that affects their views of multiculturalism because students who are comfortable with being African Americans will welcome efforts of multiculturalism while on the other hand, students who are uncomfortable with being African American may resist since such discussions may increasingly lower their opinion of themselves. This work also discusses Janet Helm’s “Black Racial Identity Model” which presents a developmental process consisting of several stages and Seller’s “Multidimensional Model of Racial Identity” which allows for a way of analyzing African Americans’ complex views of how they see themselves as members of that group. Ervin suggests that educators need to realize that some students are questioning the usefulness of diversity in spite of the general view that multiculturalism is an important part of college. Concluding on a somewhat solemn note, the author asserts that African American experiences continue to show them that their non-African American peers’ attitudes are not being successfully changed due to the continual hate crimes.

Social Desirability Bias

Other scholars discuss “social desirability bias” in terms of how individuals perform and behave when in interviews in order to correspond to what they think is expected of them. They hypothesize that knowledge-based tests administered by whites to black interviewees will result in fewer correct answers, than will similar tests administered by blacks. The researchers set out to explore stereotype threat in combination with “social desirability bias” in regards to blacks’ performance on surveys. They find that people want to work with others who are like themselves. When applied to the case of voters, the researchers found that while white voters will express willingness to vote for a black candidate to be “politically correct,” in actuality they will often vote for the white candidate. In addition, the case of black interviewees and white interviewers, the black interviewees were said to hide their true feelings but these same interviewees were more honest with black interviewers. The researchers also found that there was no significant difference between the correct responses of blacks and whites in cases where blacks perceived the interviewer as black without actually knowing whether the interviewer was indeed black. So in this case, blacks’ perception of the interviewer was the most significant in how they responded (Davis, Silver 2003).

Conclusion

Recent studies have revealed a strong relationship between differences in prior educational achievement and black-white disparities in college attendance and earnings. With black-white disparities remaining in both the education and economic outcomes, it is important to understand the relationship between educational achievement during elementary and secondary school and subsequent academic and labor market performance. Moreover, stereotype threat theory helps situate the mental state of black students on predominately white institutions and the effects of their perceptions of how they are being perceived by their white classmates as well as professors.

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Appendix C

Literature Review: Campus Climate

The campus climate is a multi-dimensional matrix of processes, practices, and forces that a.) define the cultural identity of an academic institution and b.) impact and or shape the perceptions, attitudes, and behaviors of its constituents.

Although campus climate involves a number of different social axes and influences a variety of different institutional functions, the present project focuses on the racial and ethnic dimensions of campus climate and how these dimensions both bear upon educational outcome gaps for underrepresented minority students and prove instrumental in reducing them. Emphasizing the need to recognize campus climate among the chorus of factors influencing student outcomes Patricia Crosson writes,

Many factors in the internal environments of four-year colleges and universities affect the complex process of individual degree attainment: faculty and staff behavior and attitudes; institutional policies and practices in such areas as admissions, recruitment, financial aid, curricular and academic programs, and student life; and even organizational structures and arrangements. Less tangible things also are important. The prevailing climate and culture of a campus and the dynamics between various subcultures and the dominant campus culture can also influence student attitudes, aspirations, and behaviors, thus affecting academic achievement and degree attainment. (Crosson 1988).

Like Crosson, many scholars recognize the dynamic nature of campus climate and strive to conceptualize it in ways that allow institutions to comprehend its structure and positively transform the way it impacts the life experiences and educational outcomes of their students. Focusing more specifically on the life experiences and educational outcomes of historically underserved students, particularly African Americans, Latinos/as, and Native Americans, the Association of American Colleges and Universities commissioned three seminal papers outlining and addressing the issues. Although all three papers are of great value, the first is of particular note.

In the first paper, “Making Diversity Work on Campus” (Milem, et al. 2005), the authors draw from and expand upon the research of Sylvia Hurtado and others. Hurtado, who focuses on the relationship between campus climate and learning more broadly and the impact of campus climate on Latino/a students more specifically, leads other scholars in advancing a four aspect framework that broadens the rudimentary conception of

campus climate as the attitudes, perceptions, or observations that constituents have toward or of their institution to a framework that characterizes this as the psychological component of campus climate and goes on to enumerate and describe three more; the historical component, the compositional component, and the behavioral component. (The following are brief paraphrases of each.)

The Psychological Component

Individual and group specific perceptions of intergroup relations and various manifestations of the institution's stance on diversity.

The Historical Component

An institution's legacy of exclusion or inclusion and the degree and manner in which it has been acknowledged and addressed.

The Compositional Component

The numbers of underrepresented minority students, faculty, staff, and administrators and the programs and policies aimed at augmentation and retention.

The Behavioral Component

The status and nature of formal/informal and academic/co-curricular interracial social interactions.

In addition to these internal components of the campus climate, Hurtado and colleagues also highlight the significance of two external forces, the governmental/political (federal and state programs, policies, and legal decisions) and the socio-historical (racial/ethnic cultural practices and conflicts). Although these forces originate externally, their internal impact is pronounced and all attempts to address and transform campus climate must engage and grapple with these forces as well.

Augmenting the framework outlined by Hurtado and others, Milem and colleagues add a fifth internal element—The organizational/structural component.

The Organizational/Structural Component

The governance structures and processes (e.g., admissions, budget allocations, hiring and tenure practices, etc.) that tend to reflect and give deference to certain dominate groups and embedded norms and cultures.

Focusing on all of these components holistically, and informed by the latest research, Milem et al., propose three prudent principles of practice:

1. *Take a multidimensional approach.* Specific policies may not be effective with all students in the same way. Therefore, it would be wise for campus leaders to utilize a multidimensional approach to diversity and anticipate that the effects of diversity policies may differ. For example, Duster (1992) found that at the University of California-Berkeley, white students preferred informal opportunities to engage diversity while African Americans desired formal campus programs. Similarly, students of color benefit educationally from same-race interaction in ways that white students do not. Orchestrating multiple and varied initiatives is a central principle of strong diversity practices.

2. *Engage all students.* The benefits derived from diversity cannot be reserved for white students, residential students, students in certain majors, or the most highly involved students on campus. All students should be considered when developing a multidimensional approach, so that cultural “border crossing” is pursued by everyone. It is especially important that no single group of students—especially students of color—be unintentionally burdened as “the diversity” with whom all others should interact.

3. *Focus on process.* Diversity is a means toward achieving important educational outcomes, not an end in itself. When campus leaders view diversity as the end goal, they often neglect the racial dynamics that surround interactions among different groups, which can limit the effectiveness of certain practices. For example, race dialogues are counterproductive when the goal of mere participation outweighs the goals of developing empathy and understanding among participants. This can occur when well-intentioned institutions require race dialogues but staff them with poorly trained facilitators. (Milem et al. 2005)

At base, Milem and colleagues stress the need for multiplicity and persistence. Given that the campus climate is multi-dimensional and experienced differently by different constituencies, the institution needs to be sensitive and attentive to a variety of different needs. Additionally, given the fact that campuses are dynamic and ever shifting communities, institutions need to be persistent in both their communications and programming aimed at fostering an inclusive and enriching climate.

In addition to articulating the aforementioned principles, Milem and colleagues also go on to outline a number of strategic foci that can positively transform the campus climate and in turn foster better educational outcomes for underrepresented minority students. Notably, these foci include:

- developing and maintaining diverse student bodies
- developing and maintaining a diverse faculty
- developing and maintaining a diverse curriculum
- promoting the development of active learning pedagogies
- developing and maintaining programming aimed at retention and success
- developing and maintaining heterogeneous residence halls and first year programs aimed at promoting interracial contact
- creating and maintaining cultural spaces
- banning fraternities and sororities or prohibiting membership until sophomore year
- acknowledging and addressing or celebrating the institution's legacy of exclusion or inclusion
- creating and publicizing diversity policies
- regularly collecting and reporting data on campus climate

Institutions that make a concerted and persistent effort to address all of the above will assuredly impact the compositional, organizational/ structural, and behavioral components of the campus climate and undoubtedly positively transform the psychological experience of all constituents and enhance the reputation and legacy of the institution as well.

Conclusion

As we move forward to identify specific programs, the foregoing suggests the need to continue focusing on the issues holistically and identifying an array of policies, programs, and practices that fulfill the implicit objectives of the aforementioned strategic foci. Although campus climate is by nature something that is very difficult to quantify, its phenomenological impact and import is undisputable.

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Appendix D

Literature Review: Social Capital

Some Definitions of Social Capital

I) An individual or groups' ability to influence different factors in their society's system of operation relative to which choices should be made.

II) "Social Capital" refers to features of social organization, such as core values and norms (including social trust) and networks, the facilitate coordination and cooperation for mutual benefit.¹⁶

III) Expectations for action with a collectivity that affect the economic goals and goal-seeking behavior of its members, even if these expectations are not oriented toward the economic sphere.¹⁷

IV) How citizens within certain communities cooperate with each other to overcome the dilemmas of collective action.¹⁸

V) Networks of secondary associations, high levels of interpersonal trust and norms of mutual aid and reciprocity– which act as resources for individuals and facilitate collective action.¹⁹

VI) Investment in social relations with expected returns.²⁰

VII) Social capital is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition– or in other words, to membership in a group which provides each of its members with the backing of the collectively owned capital, a 'credential' which entitles them to credit in the various senses of the word.²¹

VIII) The norms, the social networks, the relationships between adults and children that

¹⁶Warren, Mark. Ed., *Democracy and Trust* (Cambridge: Cambridge University Press). Uslander, Eric M. *Democracy and Social Capital*. Chapter 5-2.

¹⁷Zhou, Min. "Social Capital in Chinatown: The Role of Community-Based Organizations and Families in the Adaptation of the Younger Generation." *Beyond Black and White: New Faces & Voices in U.S. Schools* Seller, Maxine. Weis, Lois. Ed. pp. 182

¹⁸Lochner, Kimberly. Kawachi, Ichiro. Kennedy, Bruce P. "Social Capital: A Guide to its Measurement." *Health and Place* 5. Department of Health and Social Behavior, Harvard School of Social Health. (1999) pp. 1

¹⁹(Lochner, Kawachi, Kennedy, pp. 260)

²⁰Lin, Nan. "Building a Network Theory of Social Capital." Duke University Department of Sociology. 1999. pp. 30

²¹Miller, L. Scott. "Am American Imperative: Accelerating Minority Educational Advancement." New Haven and London: Yale University Press. 1996. pp. 7

are of value for children's development. Social capital exists within the family, but also outside the family in the community.²²

IX) Features of social life– networks, norms and trust– that enable participants to act together more effectively to pursue shared interests.²³

X) In order to apply the concept of social capital at a practical and operational level, it can be broken down into five key dimensions:

- **Groups and networks** - collections of individuals that promote and protect personal relationships which improve welfare;
- **Trust and Solidarity** – elements of interpersonal behavior which foster greater cohesion and more robust collective action;
- **Collective Action and Cooperation** - ability of people to work together toward resolving communal issues ;
- **Social Cohesion and Inclusion** - mitigates the risk of conflict and promotes equitable access to benefits of development by enhancing participation of the marginalized; and
- **Information and Communication** - breaks down negative social capital and also enables positive social capital by improving access to information.²⁴

Definition, Measurement, and Impact

What is social capital, how is it measured, and how does it affect the democratic society of the United States of America? This paper will address and respond to those three questions in the context of education, community activism, and the American democratic process. Social capital spans across the fields of economics, political science, public policy, and sociology; it can be used in other fields as well. There are many definitions of social capital and ubiquitous ways to study and apply them. There is social capital at the family level, community level, government level and beyond. Individuals and groups all use social capital to their benefit, and can use it to negatively impact others; sometimes involuntarily.

In order to understand social capital it is necessary to apply it to current events and situations. It is more than a tool for measurement; it affects every person, everywhere. To grasp what social capital is, there must be an understanding of what it does. For

²² (Scott, pp. 7)

²³ Sides, John. "It Takes Two: The Reciprocal Relationship Between Social Capital and Democracy." Institute of Governmental Studies. Department of Political Science, University of California, Berkeley. pp. 4

²⁴ <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALDEVELOPMENT/EXTSOCIALCAPITAL/0,,contentMDK:20642703~menuPK:401023~pagePK:148956~piPK:216618~theSitePK:401015,00.html>

example, politicians are voluntarily given social capital to expend. In a representative government decisions are made by elected or appointed officials. These people are elected through a democratic process where people vote them into office. A person is literally elected on their ability to influence their own society, and then is sent to places where they can influence their community from afar, by impacting the society around them.

In order to understand the impact these people make in a democracy, one must look at how social capital is formed, and how people get it. Social capital varies from community to community. It is only good in the proper circumstances with the proper people. The more social capital one has, the more overall influence one has in American society and societies abroad. Social capital is a crucial factor in the American public policy process.

A democracy is made up of layers of people and organizations. Without the group process there can be no democracy. Therefore in every democracy and every system, private or public, social capital is there. From the most local and miniscule of groups (e.g. gangs and other organized crime communities) to the federal level (e.g. the United States Congress) social capital impacts the everyday lives of every citizen. In a way social capital can be more powerful and more useful than money. It could be argued that money is a means to social capital.

In a capitalist democracy, money matters. The more money someone has (generally speaking), the more influence they have in their community. This can be applied to any group of people, anywhere in America. A tobacco company, for example, can pay a former congressman (note: someone with influence in the decision making process), to talk to a congressman still in office. The reason would be to influence decisions regarding tobacco legislation. Without the ability of those companies to network, it would be very difficult to shift legislation in their favor; clearly it is evident that the tobacco industry, after all of the health studies, used its power to stay in business. In order to get monetary capital, social capital was expended.

To quote Susan Malitz, a former IBM executive, "it's all a networking game; if you can meet the right people and make a good impression, success will follow." Being qualified to do a certain job does not necessarily mean a person will get it. The reason people network is so they can expand their options in a variety of situations.

In order to positively influence someone, there must be a connection shared. A favor is a great way to build a positive connection. That favor is also a way of ensuring that in the future, when the time comes, that person who was helped would return the favor.

By doing that favor for a particular person, there may be future benefits; ergo there is social capital.

Conclusion

Social capital is a mysterious phenomena recently accepted and studied by the fields of Economics and Sociology, and Political Science. There are various definitions for social capital; however, there is no set, standard definition used by the academic community. Social capital is a reflection of the old saying "It is not about what you know, rather, who you know." Jean Jacques Rousseau argued that human nature is about promoting the most qualified individuals to the top of society. This argument also included words about lineage and political favors. The problem with social capital, with regards to color, is that those who currently have the proper social capital do not want to give it up. The way to remedy the situation is to empower individuals of color to create new social capital and expand their communities, breaking the cycles of poverty created through years of cultural oppression.

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Appendix E
List of Peer Institutions

1. Amherst College
2. Bates College
3. Bowdoin College
4. Brown University
5. Colby College
6. Colgate University
7. College of Holy Cross
8. College of Wooster
9. Columbia University
10. Connecticut College
11. Cornell University
12. Dartmouth College
13. Dickinson College
14. Duke University
15. Franklin and Marshall College
16. Georgetown University
17. Gettysburg College
18. Hamilton College
19. Hobart and William Smith Colleges
20. Ithaca College
21. Kenyon College
22. Lafayette College
23. Massachusetts Institute of Technology
24. Middlebury College

25. Northwestern University
26. Princeton University
27. Rice University
28. Sarah Lawrence College
29. Skidmore College
30. St. Lawrence University
31. Stanford University
32. SUNY Geneseo College
33. The University of Chicago
34. The University of Pennsylvania
35. Trinity College
36. Trinity University
37. Tufts University
38. Union College
39. University of Rochester
40. Vassar College
41. Wells College
42. Wesleyan University
43. Williams College

Appendix F Mentoring and Cultural Centers

Amherst (www.amherst.edu)

Mentoring (1)

Program Type: Peer to peer (incoming freshman with upperclassmen)

Institutional Oversight: Academic department

Program Coordinator: SGO (Student Government Organization)

Targeted Population: Freshmen

Program Structure: An upperclassman from each major and other non-freshman. Provides an opportunity to learn about a range of disciplines.

Mentoring (2)

Program Type: Jack Kent Cooke Foundation

Institutional Oversight: Dean of Students and Financial Aid

Program Coordinator: President: Anthony W. Marx; Contact: Ms. Stacey Schmeidel; Director of Public Affairs

Targeted Population: Community college students

Program Structure: Community College students are the targeted population because the purpose of the program is to enroll low to middle-income transfer students to provide them with a better education than the one being offered at the community college. Students will be mentored academically by an advisor as well a peer mentor student. The foundation is also to help those students by providing them with the economical means to be able to transfer from a community college to a private institution. Gives freshmen an opportunity to learn about a range of disciplines.

Cultural Centers

Types of Center(s): The Cultural Centers are also the theme houses.

Type of Physical Space: They are residential dorms

Staff Composition: Residential Life and Dean of Students.

Programs Offered: Different houses for different cultures.

Relationship to Student Orgs.: Students are responsible for running it.

Relationship to Curriculum and Faculty: Reviewed by College Council each year. Each dorm, like every organization, has a faculty advisor.

Bates (www.bates.edu)

Mentoring

Program Type: Bates College Health Sciences Society

Institutional Oversight: N/A

Program Coordinator: Lee Abrahamsen, Medical Studies Committee Chair

Targeted Population: Students majoring in Pre-med.

Program Structure: It is a peer mentoring program for first and second year students however, they work closely with the Medical Studies Committee, made up of faculty members who help guide all students through the medical school application process as well as providing the students with a support network of students, alumni, professors.

Cultural Centers

Types of Center(s): Multicultural Center

Type of Physical Space: Often referred to by students as "The House," the Multicultural Center has a resource room that contains a library with books, magazines, journals, newspapers, and computer facilities. There are two lounges (each with TV/VCR entertainment systems and cable), a fully equipped kitchen that can be used at any time, and study areas. The gallery space hosts art exhibits and a growing collection of crafts and arts. The Center also contains six offices for student organizations.

Staff Composition: Student Assistants, Director of Multicultural Affairs

Programs Offered: The center is open for all student organizations.

Relationship to Student Orgs.: They are 11 cultural and ethnic groups affiliated with the Center

Relationship to Curriculum and Faculty: Faculty come in as advisors

Bowdoin (www.bowdoin.edu)

Mentoring

Program Type: Mentor Program

Institutional Oversight: Baldwin Center

Program Coordinator: Chair of the Academic Department

Targeted Population: All undergraduate students seeking help

Program Structure: Students meet with a peer academic mentor. The mentor is there to assist students in improving academically through revising papers, reading, organizational skills. **Mentoring;** Mentors help them assess current learning strengths, styles, and needs, set goals, and implement strategies for improving academic performance. **Coaching;** In a coaching relationship the focus tends to be more on the process of change. Coaching is an on-going relationship designed to give help to a student trying to establish better organizational and self-management strategies. Students will learn the best approaches and strategies for their own learning, as well as understand the ways in which the content of courses interacts with their pattern of difficulty. **Study groups;** The Baldwin Center and the Quantitative Skills Program sponsor peer-facilitated study groups in certain courses, including Biology and Psychology. Study group facilitators are responsible for keeping the group on task, helping members understand the expectations of the professor, introducing different approaches to studying the material, and managing the logistics of the group. **Athletic Mentors;** The Baldwin Center trains students from various athletic teams to serve as academic mentors for the team. The mentor works closely with first-year teammates to provide structured help with time management or other study skills. The mentors are identified to the team (especially first-year students) at the beginning of the year as a person who can offer academic support and advice.

Cultural Centers

Types of Center(s): No specific cultural center is mentioned however centers for student organizations such as African American Association, African – American Society, Anohka – South Asian Club, Asian Student Association (ASA), International Club, KASA (Korean American Students' Association), Kamerling Society (affiliated with American Chemical Society) and LASO (Latin American Student Organization) have either their own houses in which events are held or they share a space.

Type of Physical Space: A building/center for student organizations associated with student activities

Staff Composition: N/A

Programs Offered: N/A

Relationship to Student Orgs.: Student organizations run their own centers

Relationship to Curriculum and Faculty: N/A

Brown University (www.brown.edu)

Mentoring

Program Type: Peer to Peer

Institutional Oversight: Women in Science and engineering

Program Coordinator: Karen Kwei, the WISE Mentor Coordinator

Targeted Population: First and second year students

Program Structure: One on One and in groups. Program helps first and second year students navigate through the maze of choices that being a science concentrator can bring.

Cultural Centers

Types of Center(s): Africana Studies, Center for the Study of Race and Ethnicity in America, English Department Haffenreffer Museum of Anthropology, History Department, Judaic Studies, John Nicholas Brown Center for the Study of American Civilization, Modern Culture and Media Department, Pembroke Center for Teaching and Research on Women, Taubman Center for Public Policy, Urban Studies

Type of Physical Space: Various

Staff Composition: Various

Programs Offered: (No specific programs mentioned)

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: Linked to academic departments

Colby (www.colby.edu)

Mentoring (1)

Program Type: LEAP (Leadership Education Advisory Program)

Institutional Oversight: Office of Dean of Students

Program Coordinator: Dean of Students

Targeted Population: Any student

Program Structure: A peer mentoring program in which first-year students are matched with returning students who are trained to help new students adjust to college life. Students are assigned a peer mentor to help tutor them with academic work.

Cultural Centers

Types of Center(s): The Pugh Center (The Common Ground)

Type of Physical Space: Has 14 offices for student organizations, a common room for single group or collaborative programming, and a fully equipped kitchen.

Staff Composition: Dean of Students and two faculty advisors

Programs Offered: The Pugh Center provides a hub for programs and activities that promote intercultural communication and understanding and serves as home for multicultural student groups. In 2002 a Pugh Center Programming Board was established to coordinate lectures and cultural events consistent with the center's mission, and a Pugh Building Committee was formed to manage the way the center operates.

Relationship to Student Orgs.: Student Organizations have offices at the Pugh Center, students are also encouraged to go to the Pugh Center to get advising and help in any area

Relationship to Curriculum and Faculty: There are faculty members who serve as advisors in the Center.

Colgate (www.colgate.edu)

Mentoring

Program Type: Tutoring (peer and professional); Mentoring (faculty-student); Personal and career counseling; Academic advising; Financial aid counseling; Study skills and reading assistance and sponsored trips to conferences and career/graduate school fairs.

Institutional Oversight: Office of Undergraduate Studies

Program Coordinator: Jaime Nolan

Targeted Population: Students that are part of OUS, usually minority students

Program Structure: Students are given various support services in which they are placed based on their needs or their preferences.

Cultural Centers

Types of Center(s): ALANA Cultural Center

Type of Physical Space: House (150 people; a lounge with a big TV and comfortable sofas; a kitchen for preparing cultural dinners; a seminar room that accommodates 18 people; and a computer lab)

Staff Composition: Faculty members

Programs Offered: Place for students of color and affirms their cultural identities and histories through visual arts and reading materials and through intellectual, educational, and social programming

Relationship to Student Orgs.: The center functions in an advising and facilitating role for ALANA student organizations and in a collaborative role with academic programs concerned with multicultural issues and education, particularly Africana and Latin American Studies, Asian Studies, and Native American Studies.

Relationship to Curriculum and Faculty: It's collaborative with academic programs.

Holy Cross (www.holycross.edu)

Mentoring

Program Type: Called ALANA (African American, Latin American, Asian American and Native American). Groups of about six students are matched with a student and a faculty mentor for on-going conversation, advice, and friendship. See also the Odyssey Program.

Institutional Oversight: Faculty, Academic Advisor and upperclassmen

Program Coordinator: Robert A. Principe (rprincip@holycross.edu) and Sabrina V. Forbes (sforbes@holycross.edu)

Targeted Population: Open to all first-year ALANA and international students, as well as all students participating in the Passport Program

Program Structure: Groups of about six students will be matched with a student and a faculty mentor for on-going conversation, advice, and friendship. Matches are based on academic major, extra-curricular interests, and background.

Cultural Centers

Types of Center(s): Hogan Campus Center

Type of Physical Space: Offers a wide variety of services and houses numerous facilities and departments, providing a broad social, cultural, educational and recreational program for the campus. Includes modern meeting rooms, spacious lounges, a student organization complex and administrative offices.

Staff Composition: N/A

Programs Offered: Committed to fostering educational experiences and to complementing formal instruction with meaningful leisure-time activities. Participation in and the development of mature appreciation for social, cultural, intellectual and recreational activities for the entire College community are the primary goals of the Campus Center.

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: N/A

College of Wooster (www.wooster.edu)

Mentoring (1)

Program Type: Alumni to Student

Institutional Oversight: Dean of Students and Multi-ethnic Student Affairs

Program Coordinator: Susan Lee Dean of Students and Director of Multi-ethnic Student Affairs

Targeted Population: African American students

Program Structure: The program is designed as an alumni mentoring program that brings together alumni and African American students.

Mentoring (2)

Program Type: The Center for Academic Advising

Institutional Oversight:

Program Coordinator: Pam Pierce; Associate Dean

Targeted Population: First Year students

Program Structure: The program is designed for first-year students to have peer mentors aside from their faculty advisor. Serves as a one stop location to address and direct students with questions.

Cultural Centers

Types of Center(s): Lowry Center and Student Activities

Type of Physical Space: Center features the campus information desk, facilities scheduling office, a full-service post office, a recreation center with bowling lanes, billiard tables and video games, the main dining room, snack bar and private dining rooms, meeting rooms, public lounges, a ballroom, the student organizations center, and an art exhibit area.

Staff Composition: Nine staff members of diverse background

Programs Offered: Not mentioned

Relationship to Student Orgs.: Student organizations center is located below the Lowry Center

Relationship to Curriculum and Faculty: Faculty advisors work closely with the Lowry Center since the Center for Academic Advising is located in the bottom floor of the Center.

Columbia University (www.columbia.edu)

Mentoring (1)

Program Type: OMA Peer Mentoring Program

Institutional Oversight: Alumni of Color Outreach Program (ACOP)

Program Coordinator:

Targeted Population: All Students of Color

Program Structure: OMA Peer Mentoring connects incoming first-year and transfer students with current students. Utilizing both one-on-one and small group mentoring, it provides the opportunity to develop relationships around shared perspectives, experiences, and interests.

Mentoring (2)

Program Type: Alumni Mentoring Students

Institutional Oversight: Alumni of Color Outreach Program (ACOP) and The Columbia College Women (CCW)

Program Coordinator:

Targeted Population: All Students of Color

Program Structure: The goal of a mentoring program is not simply to provide in-depth career advice to students but also to expose students to the variety of paths that their lives can take - and to offer guidance and support as they forge their own ways in the world. In the process, alumni and students together build a Columbia community that extends beyond the campus. A successful mentoring relationship involves initiative by both mentor and student. To become a part of their students' lives, alumni mentors often: take their students to lunch or dinner; attend on-campus events; invite their students to their workplaces; participate with their students in activities that reflect common interests; make themselves accessible by telephone and e-mail, and available for face-to-face meetings; and participate in mentoring receptions and programs sponsored by an alumni group or college office.

Cultural Centers

Types of Center(s): There is no one specific Cultural Center however most cultural student organizations have their own centers or share it with other organizations.

Type of Physical Space: The centers are actually buildings in which student organizations have their office and are able to hold events.

Staff Composition: No mention of staff members but the student organizations work closely with ABC (Activities Board at Columbia)

Programs Offered:

Relationship to Student Orgs.: Student Organizations usually run these houses along with ABC

Relationship to Curriculum and Faculty: No mention of relationship

Connecticut College (www.conncoll.edu)

Mentoring (1)

Program Type: International Student Adviser

Institutional Oversight: Dean of Students Office

Program Coordinator: Beverly G. Kowal, Associate Dean of the College & International Student Adviser

Targeted Population: International Students

Program Structure: The adviser and her staff assist international students in their transitions to Connecticut College, provide cultural and social programming, and academic and general counseling services. She actively works with faculty concerning progress and/or difficulties for students adjusting to a new academic setting and cultural environment. International Student Support Services include: pre-admission and pre-arrival information and planning; new student orientation programs; information and assistance on immigration policies and regulations; internships; optional practical and curricular training; crossing cultures programming. The office is committed to easing transitions from one cultural experience to another and seeks to assist international students in securing the most benefits from their Connecticut College experience.

Mentoring (2)

Program Type: ALANA Sisters and Brothers

Institutional Oversight: Dean of Students Office

Program Coordinator: Dean of Freshmen

Targeted Population: First Year Students

Program Structure: ALANA (African American, Latino/a, Asian-American and Native American) Sisters and Brothers (ASBs) are peer helpers who are selected and trained to assist first-year students adjust to, and successfully function within, Connecticut College. This adjustment process may result from the ASB's work in helping new students become oriented to the College, involved in student organizations and aware of campus resources. ALANA Sisters/Brothers are role models, resource persons and helpers. ALANA Sisters & Brothers Coordinators assist the Unity House director and staff by helping to organize, motivate, and support all ASB's.

Cultural Centers

Types of Center(s): The mission of Unity House, the College's multicultural center, is to provide leadership and support for the College's commitment to diversity and multiculturalism in its educational mission by: affirming the cultural identities of underrepresented students; building and strengthening inter/intracultural communities, primarily for students and also faculty, staff and alumni; and cultivating student leadership.

Type of Physical Space: A dedicated building

Staff Composition: Three staff members

Programs Offered: AALANA Sisters and Brothers

Relationship to Student Orgs.: Student Organizations members have offices in the building

Relationship to Curriculum and Faculty: Not mentioned

Cornell (www.cornell.edu)

Mentoring (1)

Program Type: Administrators and staff from various student service and support offices across the campus. Its called The Committee on Special Educational Projects (COSEP)

Institutional Oversight: The Office Minority Educational Affairs (OMEA)

Program Coordinator: The OMEA offers and coordinates a comprehensive network of academic and administrative support services for students

Targeted Population: Underrepresented Minority students

Program Structure: Students are mentored by an advisor. The students keep in contact with the office throughout their four years in college and are mentored academically as well as finding any other type of support.

Mentoring (2)

Program Type: MentorNet

Institutional Oversight: Women's Program in Engineering

Program Coordinator:

Targeted Population: Women majoring in Engineering or the Sciences

Program Structure: An innovative electronic mentoring service for women pursuing careers in engineering and the sciences. Using e-mail, MentorNet links undergraduate students with mentors working in private industry who can help them overcome gender-related obstacles women face in college and later in the work force. Other support services for the students are offered through the program's website.

Cultural Centers

Types of Center(s): No dedicated multicultural center. Multicultural programming occurs in Ujamaa Residential College, Latino Living Center, Ak:wekon, Multicultural Living and Learning Center, and the Joseph Holland International Living Center.

Type of Physical Space: Lounges in Cornell residential buildings

Staff Composition: Resident Director and students in positions of residential advisor or program advisor

Programs Offered: Developed by students, including those not living in the residential unit

Relationship to Student Orgs.: None

Relationship to Curriculum and Faculty: Faculty fellows are connected to these residential units and may be involved in the programming. The Africana Studies Research Center faculty are supportive and integral to some programs at Ujamaa. Likewise, the American Indian Program is actively involved with Ak:wekon and its programs. Similar support is provided by the Latino Studies Program for the Latino Living Center.

Dartmouth (www.dartmouth.edu)

Mentoring (1)

Program Type: International Student Mentor Program

Institutional Oversight: The International Office

Program Coordinator: Headed by International Student Association

Targeted Population: International Students who would like to apply

Program Structure: Help newly admitted Dartmouth undergraduate students overcome difficulties during the first academic year. When students sign up for the program, they are matched with a mentor who will be a resource to help with questions, concerns and problems.

Mentoring (2)

Program Type: OBSA (Office of Black Student Advising), Pan-Asian Council, faculty to student

Institutional Oversight: Dean of Student Life

Program Coordinator: Headed by assistants to the office of student life, ex. advisor to black students, advisor to Latino students, and advisor to Asian students.

Targeted Population: Black, Asian, Latino students

Cultural Centers

Types of Center(s): There is no Multicultural Center

Type of Physical Space: N/A

Staff Composition: N/A

Programs Offered: N/A

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: N/A

Dickinson (www.dickinson.edu)

Mentoring

Program Type: Peer Academic Advising

Institutional Oversight:

Program Coordinator:

Targeted Population:

Program Structure: Peer Academic advisors are here to help you with questions about the academic requirements of the college. They can answer questions about academic requirements, campus resources, and other issues related to the academic program. Peer Advisors also assist students in preparing for productive and successful meetings with your academic advisor, and help you make informed decisions related to your academic program and major.

Cultural Centers

Types of Center(s): Office of Diversity Initiatives (ODI); The office houses a multicultural resource center open to the Dickinson community, which houses a library with different resources, and serves as a gathering area for multicultural organizations, and works together with diversity affiliates such as the Office of Global Education and the Asbell Center.

Type of Physical Space: An entire building

Staff Composition: The staff of ODI includes a full-time director, graduate intern (spring), staff associate, and student diversity assistants and volunteers. The diversity assistants are responsible for coordinating yearlong projects and serve as campus and community liaisons for the office.

Programs Offered: Specific projects carried out by the diversity assistants include organization relations, diversity luncheon discussions focusing on specific themes, programming, web page management, community service, diversity dialogue facilitation, and creating and editing of the office publication, Diversity in Demand (DID), multicultural expo, diversity monologue contest, and lectures during culturally celebrated months. The office helps Dickinson students to build a community of world citizens, create a supportive environment for all individuals from diverse backgrounds, and improve Dickinson for all its members.

Relationship to Student Orgs.: The ODI also works closely with student organizations on Dickinson's campus. This includes the Diversity Roundtable, ABOLISH, African American Society, ASIA, Latin American Club, House of Umoja, Spectrum, the Women's Center, Indian Student Association, Muslim Student Association, Hillel, Sisterhood, Phoenix, Middle-Eastern Club, Tikkun, Club Afrique, 3rd Degree Step Group, and Sustained Dialogue.

Relationship to Curriculum and Faculty: N/A

Duke University (www.duke.edu)

Mentoring (1)

Program Type: Alumni Mentoring

Institutional Oversight: Student Affairs Office

Program Coordinator:

Targeted Population: All students

Program Structure: Students are mentored by alumni in order to prepare them for internships, employment, and participation in leadership activities. Students are prepared for the lives they will lead in their chosen professions. The mentoring program allows students to meet with alumni off campus and discuss academic progress, social life and the student's search for internships or employment. The alumni therefore, serves mentors and advisors to the students.

Mentoring (2)

Program Type: Jewish First-Year Advisory Mentor Program

Institutional Oversight: Student Affairs Office

Program Coordinator: Jonathan Gerstl; Executive Director of Jewish Life

Targeted Population: Freshmen Jewish Students

Program Structure: The FCJL Jewish First-Year Advisory Mentor (JFAM) program is our way of engaging Jewish students before they even arrive on campus. Each Jewish first-year student is paired with an upperclass student to form a JFAMily. The FCJL works to plan activities for JFAMs and their JFAMlets throughout the fall semester, encouraging positive interactions with Jewish role models on campus. Freshmen will be offered lots of fun and great new friends through religious, cultural, and social programs.

Cultural Centers

Types of Center(s): Multicultural Center and Mary Lou Williams Center for Black culture

Type of Physical Space: A building dedicated to all multicultural organizations; the Mary Lou Williams Center is dedicated to the Black community and serves to enrich the campus on Black culture

Staff Composition: Four staff members including the director and two student staffs; Not stated

Programs Offered: Unity through Diversity Forum; Council of Cultural Group Presidents; Student Leadership Development Program

Relationship to Student Orgs.: Organizations hold meetings there, show movies, dinners

Relationship to Curriculum and Faculty: Faculty may also hold lectures here.

Franklin and Marshall (www.fandm.edu)

Mentoring

Program Type: LINK

Institutional Oversight: Office of Multicultural Affairs

Program Coordinator:

Targeted Population: First-year multicultural students

Program Structure: LINK is a program that pairs first-year multicultural students with faculty members. The faculty mentors are volunteers who assist these students in their transition from high school to F&M. They guide students throughout their career at F&M in developing a sense of liberal learning, understanding the F&M community, and achieving academic and personal growth. LINK Goals: to encourage outside of the classroom interactions between students and faculty; to provide participants with a support network, both academic and social; to assist the college with the retention of multicultural students; to help students establish a connection with the F&M community.

Cultural Centers (1)

Types of Center(s): Black Cultural Center; The Black Cultural Center is a significant part of F&M history. It was established in the 1960s to address the needs of African American students, and provide a programming space from which African and African American culture could flow.

Type of Physical Space: An entire building

Staff Composition: N/A

Programs Offered:

Relationship to Student Orgs.:

Relationship to Curriculum and Faculty:

Cultural Centers (2)

Types of Center(s): International House; Is a housing which student organizations hold their meetings and events.

Type of Physical Space: An entire building

Staff Composition: N/A

Programs Offered: Not mentioned

Relationship to Student Orgs.: Student Organizations hold meetings and events

Relationship to Curriculum and Faculty: Not mentioned

Georgetown (www.georgetown.edu)

Mentoring

Program Type: Center For Minority Educational Affairs (CMEA)

Institutional Oversight: The Academic Resource Center

Program Coordinator: Dennis A. Williams, Dean of Students

Targeted Population: All undergraduate minority students

Program Structure: The Dean of Students, Faculty members, Alumni

Specific Programming: To advise minority students throughout their undergraduate careers.

Cultural Centers

Types of Center(s): Center For Minority Educational Affairs (CMEA)

Type of Physical Space: Building

Staff Composition: Six faculty members

Programs Offered: CMEA Leadership Institute, LEAD (Leaders in Education about Diversity), YLEAD (Young Leaders in Education about Diversity), The Samuel Harvey Fund for Educational Opportunity, The Book CO-OP, Summer Housing Scholarships, The Black House.

Relationship to Student Orgs.: Oversees all multicultural student organizations

Relationship to Curriculum and Faculty: The program is designed to advise minority students throughout their entire undergraduate careers. Tutoring is provided for most subjects.

Gettysburg (www.gettysburg.edu)

Mentoring (1)

Program Type: The Pal Program

Institutional Oversight: Intercultural Resource Center

Program Coordinator: Joan Copeland

Targeted Population: All Students

Program Structure: Is a mentoring program that pairs First Year Students with upper class students. The program involves activities geared towards helping pals to get to know each other, and also serves to eventually provide them with various bonding events at the IRC where each pair of pals updates the others on the status of their relationship and ways in which they keep in touch with each other (weekly dinners/lunches at the Dining Hall, weekend social activities, etc). This helps to keep everyone informed on the success of the program and helps other pals in finding ways to meet with each other regardless of how busy their schedule may be.

Mentoring (2)

Program Type: Sister to Sister

Institutional Oversight: Intercultural Resource Center

Program Coordinator: Joan Copeland

Targeted Population: Female students

Program Structure: Is a mentoring program aimed at empowering the women at Gettysburg College. The time spent during Sister to Sister is used to share our experiences as women, to listen and learn from each other and to support our goals and dreams. Events in the past have included discussions about study abroad, career planning and advice, self esteem, and a visit by a cosmetologist to show the women how to transition from the college to the corporate look.

Mentoring (3)

Program Type: When Men Talk

Institutional Oversight: Intercultural Resource Center

Program Coordinator: Joan Copeland

Targeted Population: Male Students

Program Structure: Is a mentoring program for male students events that provides a forum for them to discuss any issues of concern or importance. When Men Talk also establishes bonding time for the men, and introduces them to role models for success.

Cultural Centers

Types of Center(s): Office of Intercultural Advancement

Type of Physical Space: Intercultural Resource Center

Staff Composition: Counselors

Programs Offered: Chill Out, Seniors' circle, Writing Workshops

Relationship to Student Orgs.: Maintain close connections with student run clubs and organizations that address a multitude of cultural interests. Such groups include: The International Club, Black Student Union (BSU), Diaspora House, Muslim Student Association (MSA), Allies,

and the Latino Student Association.

Relationship to Curriculum and Faculty: Math, Writing, and Japanese tutoring is provided by professors.

Hamilton College (www.hamilton.edu)

Mentoring

Program Type: Staff to student program

Institutional Oversight: Higher Education Opportunities Program Office

Program Coordinator: Opportunity programs director

Targeted Population: Students who take part in the opportunity program

Program Structure: Group meetings, as well as one-on-one meetings with program director, and other staff members.

Cultural Centers

Types of Center(s): Afro-Latin Cultural Center (ALCC)

Type of Physical Space: House

Staff Composition: Managed by the director of Opportunity programs and the Associate Dean for Diversity and Accessibility

Programs Offered: N/A

Relationship to Student Orgs.: Houses meetings for many cultural organizations as well as the Offices for their Executive Boards

Relationship to Curriculum and Faculty: N/A

Harvard University (www.harvard.edu)

Mentoring (1)

Program Type: Alumni to student mentoring program

Institutional Oversight: Office of Alumni Program

Program Coordinator: mloret@hsph.harvard.edu

Targeted Population: All students

Program Structure: Students choose mentor from a given set of profile. After the Alumni mentor is chosen they meet often inside and outside school environment.

Cultural Centers

Types of Center(s): There is no specific center with a cultural theme

Type of Physical Space: N/A

Staff Composition: N/A

Programs Offered: N/A

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: N/A

Hobart and William Smith Colleges (www.hws.edu)

Mentoring

Program Type: Afro-Latino Alumni/ae Association Mentor Program

Institutional Oversight: Department of Intercultural Affairs and The Career Center

Program Coordinator:

Targeted Population: African American and Latino students

Program Structure: To establish a mentoring relationship that will begin during the student's second academic year and continue throughout their tenure at the Colleges. The objective of the mentor program is to help students make an early connection with the profession in which he/she is interested. In developing this connection, students will have the benefit of a tangible link to their career field of interest and sound advice from a professional who has developed the essential skills necessary to be successful in that career field.

Cultural Centers

Types of Center(s): Intercultural Center in which the office of Intercultural Affairs and HEOP office are located also serves as a space for student organizations to hold meetings.

Type of Physical Space: A building

Staff Composition: Three staff members

Programs Offered: Through the programs they help celebrate Kwanzaa, Ramadan, Martin Luther King Jr. Day, Hispanic Heritage Month, Women's History Month and more.

Relationship to Student Orgs.: Student organizations hold meetings in the building.

Relationship to Curriculum and Faculty: Not mentioned

Ithaca College (www.ithaca.edu)

Mentoring

Program Type: OMA Alumni Career Mentoring Program

Institutional Oversight: Office of Multicultural Affairs

Program Coordinator: Margaret Adams

Targeted Population: All students

Program Structure: This program matches sophomore and junior OMA students with alumni mentors, and provides training and structure for both mentors and students. As part of the mentoring process, students participate in Office of Career Services activities and planned interactions with an alumni mentor, ideally including an internship experience. Mentors are provided ongoing training and support as well.

Cultural Centers

Types of Center(s): Center for the Study of Culture, Race, and Ethnicity and Student activities center

Type of Physical Space: Building

Staff Composition: Faculty and administration

Programs Offered: The center for culture, race, and ethnicity helps create courses and extracurricular activities for students and student organizations

Relationship to Student Orgs.: Work closely with the center

Relationship to Curriculum and Faculty: New majors, and minors being established that will reflect ethnic diversity issues.

Kenyon College (www.kenyon.edu)

Mentoring

Program Type: REACH Program (Recognizing Each Others' Ability to Conquer the Hill)

Institutional Oversight: Deans Office and Multicultural Affairs

Program Coordinator: Chris Kennerly, Assistant Dean of Students and Director of Multicultural Affairs

Targeted Population: All first year students

Program Structure: The R.E.A.C.H. Mentoring Program recognizes the need to assist first-year minority students in adjusting academically, emotionally, and socially to Kenyon College. The R.E.A.C.H. Mentoring Program exists to provide support and stability for students. The overall goal of the program is to retain first-year minority students by providing them with support and guidance from upperclass mentors who can offer insight and positive reinforcement. The program's specific goals are to assist in the acclimation process of first-year students; to emphasize academic preparation and success; to build a social network among program participants; to provide a racial/ethnic or cultural link on campus; to build the confidence level participants so they will be more inclined to participate in the greater campus community; and to remove the intimidation factor of seeking help and using campus resources.

Cultural Centers

Types of Center(s): The Snowden Multicultural Center serves as a resource and facility for multicultural programming.

Type of Physical Space: A building; The center contains a library with a diverse collection of books, videos, and other materials

Staff Composition: Chris Kennerly, assistant dean of students and director of multicultural affairs, various staff members, and students

Programs Offered: Including celebrations, discussions, films, performances, lectures, and special meals.

Relationship to Student Orgs.: Many hold their meetings in the center as well as other events

Relationship to Curriculum and Faculty: Not mentioned

Lafayette College (www.lafayette.edu)

Mentoring (1)

Program Type: Career Services mentoring program called AlumNet consists of parent and alumni volunteers to mentor students on career choices

Institutional Oversight: Career Services

Program Coordinator: Rachel Moeller (moellerr@lafayette.edu)

Targeted Population: Students

Program Structure: One on one/ two on one, Career Services staff, work with students to provide lists of alumni from this database for networking purposes. Students must meet with their gateway counselor before alumni's contact information will be shared with them. At that time, students and alumni are advised that the information provided from AlumNet is to be used only for the purpose of conducting informational interviews.

Mentoring (2)

Program Type: Faculty student advising

Institutional Oversight: Dean of Students

Program Coordinator: Not mentioned

Targeted Population: Students

Program Structure: Regular informational meetings and related activities. For example, students interested in legal professions have the opportunity to participate in debate competitions as part of the Forensics Society and play roles on the College's Mock Trial Team. Members of the Legal Professions Advisory Committee are also available for consultation. Students pursuing a B.S. program are assigned to advisers in the department or area of their interest by the Dean of Studies. First-year and sophomore candidates for the A.B. degree are assigned to advisers whose scope of interests suggests that they can be helpful in encouraging the students to develop programs which will provide the breadth of study generally associated with the A.B. degree and to leave them in a position by the end of their sophomore year to have a reasonable basis upon which to choose majors. Juniors and seniors are assigned advisers in their major departments by the major department head.

Cultural Centers

Types of Center(s): Portlock Black Cultural Center; Founded in 1970 by David A. Portlock, the center's purpose is to provide a way to assess the educational and social experiences of ethnic minority students as well as initiate and improve programs. It is an integral part of the College's effort to provide multicultural education to the campus community.

Type of Physical Space: The center features reception space, an art gallery which can be used as a meeting room, and houses the intercultural development office. Ongoing activities include art exhibits, lectures, workshops, formal evening dinners for campus guests, discussion groups with guest speakers, alumni events, films, poetry slams, and community events.

Staff Composition: Not mentioned

Programs Offered: Students have the opportunity to work with the office of intercultural development in helping organize and direct programs for the center and the campus.

Relationship to Student Orgs.: Groups meet regularly in the center to discuss issues of interest and concern.

Relationship to Curriculum and Faculty: Not mentioned

Massachusetts Institute of Technology (www.mit.edu)

Mentoring

Program Type: Faculty/Student advising. Informally, students can call on others to be their mentors or advisors such as their peers/tutors, alumni/professionals (through workshops and networking opportunities the Careers Office organizes), UROP (Undergraduate Research Opportunities Program) supervisors and others.

Institutional Oversight: Academic Resource Center/ each department

Program Coordinator: Not mentioned

Targeted Population: Students

Program Structure: The frequency and depth of your interactions with your advisors will depend on your initiative and energy. It will take planning and persistence to make connections, and energy and commitment to maintain relationships. Academic advising is arranged centrally by the Academic Resource Center for your first year. Once you choose a major, your academic department assigns you an advisor. In addition to your major advisor, you have an advisor for your concentration in Humanities, Arts, and Social Sciences (HASS), and more advisors if you elect minor or second bachelor's programs. If you are interested in law, medicine, dentistry, or another health profession, pre-professional advising is available in addition to your academic advising.

Cultural Centers

Types of Center(s): Latino Cultural Center

Type of Physical Space: Cannot discern

Staff Composition: Have program and graduate advisor and executive board

Programs Offered: Cannot discern

Relationship to Student Orgs.: Nine (9) Latino organizations connected to it.

Relationship to Curriculum and Faculty: Connected to the Office of Minority Education and Student Life Programs Office.

Middlebury College (www.middlebury.edu)

Mentoring

Program Type: International Student and Scholar Services (ISSS) – Staff/ international student, staff, faculty mentoring program: Academic. Faculty/Student mainly.

Institutional Oversight: Dean of the College

Program Coordinator: Kathy Foley-Giorgio, Jennifer Havlicek, and Monica McCabe: Dean of Advising – Karl Lindholm (lindholm@middlebury.edu)

Targeted Population: Incoming international students, staff and faculty: Students, mainly

Program Structure: ISSS provides immigration advising and helps individuals with their transition to life on campus and in the U.S. through one-on-one meetings and group sessions. The goal, broadly speaking, is to help ensure that academic advising at Middlebury works in practice as well as it does in theory. Manages immigration services and the College's involvement with the U.S. government's Student & Exchange Visitor Information System (SEVIS). We also coordinate International Student Orientation and the *Friends of International Students (FIS)* host program. Dean Lindholm encourages students to meet with him to discuss their academic direction and performance.

Cultural Centers

Types of Center(s): Palana House and Intercultural Center, Rohatyn Center for International Affairs

Type of Physical Space: Cannot discern

Staff Composition: Cannot discern

Programs Offered: Grants and research programs, sponsoring of internships

Relationship to Student Orgs.: Implied

Relationship to Curriculum and Faculty: Implied

Northwestern University (www.northwestern.edu)

Mentoring

Program Type: Council of 100 Mentoring Program

Institutional Oversight: Dean of Student Affairs

Program Coordinator: Shay Owens, Director of Alumni Association

Targeted Population: Students

Program Structure: The Council of One Hundred's Mentoring Program encourages and supports the development of one-to-one relationships between Council members (as mentors) and female undergraduates, graduate students, and young alumnae of Northwestern University. Mentors are available to listen, provide information, perspective and advice on the transition from academia to the "real world," as well as negotiating the twists and turns of modern career paths. Mentees are expected to provide feedback to their mentors to strengthen their relationship and permit continuous improvement of the mentoring process.

Cultural Centers

Types of Center(s): Multicultural Center

Type of Physical Space: It has two buildings at 1914 Sheridan and 1936 Sheridan are open for everyone to use for any purpose—to study, hold meetings, attend programs, socialize, and relax.

Staff Composition: Not clear

Programs Offered: In collaboration with the Center for Student Involvement, Counseling and Psychological Services, Northwestern Alumni Association, Northwestern Class Alliance, and University Career Services, Multicultural Student Affairs presents this year's Life After College Series. This programmatic series focuses on the preparation of students for living and working in the real world after graduation.

Relationship to Student Orgs.: They are able to hold their meetings in the center as well as turn to the staff members for help in organizing an event.

Relationship to Curriculum and Faculty: Not mentioned

Princeton University (www.princeton.edu)

Mentoring

Program Type: Peer to peer mentoring (Black Student Union Leadership and Mentoring Program (LAMP))

Institutional Oversight: Black Student Union of Princeton

Program Coordinator: Not stated

Targeted Population: First-year students

Program Structure: Recognizing the valuable resource that undergraduate students can be for each other, LAMP's goal is to have mentors assist first-year students in locating resources that will enable them to achieve greater success in their Princeton careers. Designed to provide freshmen with a support network that encourages academic and social exploration, LAMP matches each participant with a mentor from the sophomore, junior, or senior class.

Cultural Centers

Types of Center(s): Carl A. Fields Center for Equality and Cultural Understanding

Type of Physical Space: Is a building dedicated to all student organizations

Staff Composition: There is a director.

Programs Offered: Leadership training and development; cultural understanding programs and cultural immersion programs

Relationship to Student Orgs.: Student organizations are able to hold meetings and go to the center for advising and support

Relationship to Curriculum and Faculty: Not mentioned

Rice University (www.rice.edu)

Mentoring

Program Type: Student/Alumni Mentoring Program

Institutional Oversight: Office of Alumni Affairs

Program Coordinator: Not mentioned

Targeted Population: Alumni, students

Program Structure: Each match is carefully considered to ensure the best possible interaction between students and alumni. Students may request to be paired based on interests other than career advancement. After pairings are received, a reception will be held to make the initial meeting of alumni and students more comfortable. The reception is also a great place to discuss meeting up again. An evaluation form for both parties will be sent out to measure the success of the pairing and refine the process for future mentoring endeavors.

Cultural Centers

Types of Center(s): Office of Multicultural Affairs Center

Type of Physical Space: Building that serves as a resource center for all minority students as well as multicultural student organizations

Staff Composition: Director, 4 staff members and 3 student staffs

Programs Offered: N/A

Relationship to Student Orgs.: Advises and helps student organizations in events

Relationship to Curriculum and Faculty: N/A

Sarah Lawrence College (www.slc.edu)

Mentoring

Program Type: Faculty/Student mentoring.

Institutional Oversight: Office of the Dean of Studies, Office of Multicultural Affairs, etc.

Program Coordinator: Specific to each office

Targeted Population: All Students

Program Structure: Practical advice and assistance on adjustment

Specific Programming: Not detailed

Cultural Centers

Types of Center(s): Common Ground

Type of Physical Space: Common Ground serves as a meeting room, event space, lounge area, and resource center.

Staff Composition: Not clear

Programs Offered: The space is used for speakers, discussion, movie nights, banquets, and other activities.

Relationship to Student Orgs.: Members of APICAD, Harambe, Unidad, and other students of color organizations, as well as all students interested in engaging in dialogue and programming around issues of multiculturalism.

Relationship to Curriculum and Faculty: Not clear

Skidmore College (www.skidmore.edu)

Mentoring

Program Type: Students/Professionals - The Skidmore Mentoring Program for students majoring in Management and Business. Apart from this, there are also peer and faculty mentors for all spheres including academics.

Institutional Oversight: Management & Business Department's Business Advisory Council.

Program Coordinator: Bernie Kastory, F. William Harder Professor and Mentoring Program Coordinator Tel: (518) 580-5109
email: bkastory@skidmore.edu

Targeted Population: Business students

Program Structure: The program matches business students with experienced business professionals in a mentoring relationship and provides our students with the opportunity to:

- Enhance their understanding of the real world of business
- Link and leverage their classroom learning to the application of this knowledge
- Enhance their knowledge of career path options and their career relevant skills (e.g., networking, interviewing, goal-setting, planning)
- Gain support and guidance from a trusted mentor; annual evaluation survey

Cultural Centers

Types of Center(s): Intercultural Center

Type of Physical Space: Building

Staff Composition: Not stated

Programs Offered: The Intercultural Center provides a program of co-curricular activities that welcomes, acknowledges, and celebrates diverse traditions. The center offers a visual presence and an annual calendar of programs, seminars, workshops, and exhibits that afford students, faculty and staff opportunities to meet and learn from one another.

Relationship to Student Orgs.: Implied

Relationship to Curriculum and Faculty: Recognizing the crucial role of student-faculty relationships, the center supports relationships between academic programs and faculty whose teaching and scholarship is broadly concerned with diversity and student interest groups who share those interests.

St. Lawrence University (www.stlawu.edu)

Mentoring

Program Type: Alumni/Students – Alumni Mentoring Program

Institutional Oversight: Career Services and Leadership Education

Program Coordinator: Carol Bate

Targeted Population: All students

Program Structure: The alumni mentoring system contains the names of over 3000 alumni who have volunteered to assist SLU students and alumni with career advice through informational interviews. In some cases alumni are also in a position to assist students and alumni in obtaining internships and/or job opportunities.

Cultural Centers

Types of Center(s): Center for International and Intercultural Studies

Type of Physical Space: Building

Staff Composition: Five staff members and three to four student ambassadors

Programs Offered: Student grants

Relationship to Student Orgs.: Yes they do work together with student organizations

Relationship to Curriculum and Faculty: Not mentioned

Stanford University (www.stanford.edu)

Mentoring (1)

Program Type: Expanded Advising Programs (EAP) of the Undergraduate Advising Programs

Institutional Oversight: Not specifically mentioned

Program Coordinator: Randall Williams, Associate Director

Targeted Population: All students

Program Structure: EAP is comprised of four main programs: Partners for Academic Excellence (PAE); Freshman Academic Resources and Mentoring (FARM); Lesbian, Gay, Bisexual, Transgender-Community Academic Support and Advising (LGBT-CASA); and Public Service Initiatives in the First Year (PSI-FY). The goals of the Expanded Advising Programs are:

- To help students fully examine the nature of study, the purpose of the university, and their role therein.
- To provide students with mentor-led study groups which support and supplement in-class assignments and facilitate academic excellence.
- To offer students quarterly co-curricular programming (workshops, tours, dinners) which facilitate intellectual stimulation outside the classroom.
- To introduce students to faculty and alumni, as well as to graduate and undergraduate EAP mentors, and to provide social engagements for the exchange of information and ideas with those individuals.

Mentoring (2)

Program Type: Peer to peer- Electrical Engineering Undergraduate Mentoring program

Institutional Oversight: Department of Electrical Engineering

Program Coordinator: Not mentioned

Targeted Population: Prospective Majors

Program Structure: Current junior, senior and coterminial EE majors will serve as mentors in the program. These students offer peer advising to current and prospective EE majors.

Cultural Centers

Types of Center(s): Asian- American Activities Center, Bechtel International Center at Stanford, Black Community Services Center, El Centro Chicano.

Type of Physical Space: Individual facilities

Staff Composition: Center director and student assistants

Programs Offered: Scholarships, meetings, retreats, banquets, speaker series

Relationship to Student Orgs.: Each center is designed for cultural student organizations with similar background

Relationship to Curriculum and Faculty: Occasionally linked

SUNY Geneseo (www.geneseo.edu)

Mentoring

Program Type: Peer/Peer & Peer/Faculty (COMPASS)

Institutional Oversight: Office of Multicultural Affairs

Program Coordinator: N/A

Targeted Population: General admit students of African, Latino, Asian or Native American descent or ALANA students.

Program Structure: Three distinct levels of support are intended to minimize struggles so that students can achieve early success in their college careers. COMPASS pairs first-year students - Protégés with upper-class students – peer mentors who remember what it was like that first year. Protégés also receive a fellow - a faculty or staff mentor who knows Geneseo from the inside out. Protégés also enroll in a biweekly College Success Seminar taught by the peer mentors. For the first time, we will offer tutoring support to COMPASS Protégés in the Fall of 2004. Together, these supports will assist Protégés in navigating a course (pun intended) to both academic and personal success here at Geneseo.

Cultural Centers

Types of Center(s): Office of Multicultural Affairs

Type of Physical Space: Building; Center has the office of Multicultural Affairs but it also sponsors programs to promote diversity awareness and an inclusive, respectful campus community. Specific attention is given to retention efforts of ALANA (African American, Latino, Asian, Native American) students.

Staff Composition: N/A

Programs Offered: Specific programs not mentioned.

Relationship to Student Orgs.: Works closely with student organizations to sponsor events

Relationship to Curriculum and Faculty: Not mentioned

University of Chicago (www.uchicago.edu)

Mentoring (1)

Program Type: Chicago Multicultural Connection

Institutional Oversight: Dean of Students in the College and the Office of Minority Student Affairs

Program Coordinator: [Kendy Oláquez](#).

Targeted Population: Students of Color

Program Structure: The Chicago Multicultural Connection (CMC) is a new diversity mentoring program for students in the College. This new initiative launches in Fall Quarter 2005, as a result of the merger between the Minority Graduate Students Association and Asian/Asian American mentorship programs. The primary goals of the CMC are:

- * to help students in the College prepare for post-graduation life;
- * to build a sense of community among students, staff/faculty, and alumni of color;
- * to encourage cross-cultural dialogue on the University of Chicago campus; and
- * to help provide academic enrichment opportunities for students.

Mentoring (2)

Program Type: Collegiate Mentoring Program

Institutional Oversight: Dean of Students in the College and the Office of Minority Student Affairs

Program Coordinator: [Kendy Oláquez](#).

Targeted Population: Students of Color

Program Structure: The mentoring program has graduate students mentoring undergraduate students.

Mentoring (3)

Program Type: University of Chicago LGBTQ Mentoring Program

Institutional Oversight: Dean of Students in the College and the Office of Minority Student Affairs

Program Coordinator: [Kendy Oláquez](#).

Targeted Population: LGBTQ Students

Program Structure: The University of Chicago LGBTQ Mentoring Program pairs LGBTQ undergraduates with an LGBTQ member of the faculty or staff. Mentors serve as a resource and a sympathetic queer adult who is supportive as students navigate through a (mostly) straight world. By interacting with an LGBTQ faculty or staff member, the hope is that students will gain a sense of the larger community that is available to them both on campus and in the city. Mentors and students meet at least once each quarter and have weekly contact via telephone or e-mail. In addition, the program sponsors quarterly get-togethers (usually an informal dinner) and other social events, including trips to the theater and sports events.

Cultural Centers

Types of Center(s): Amanda Resource Center

Type of Physical Space: Building; It includes a library for students as well as a media center and rooms in which students could hold meetings

Staff Composition: N/A

Programs Offered: Not clearly stated

Relationship to Student Orgs.: Promotes interaction among all student organization

Relationship to Curriculum and Faculty: N/A

University of Pennsylvania (www.upenn.edu)

Mentoring

Program Type: Penn Mentoring Program (PMP)

Institutional Oversight: Academic Department and Office of Learning Resources

Program Coordinator: Not specifically mentioned

Targeted Population: Freshmen

Program Structure: The Penn mentoring Program (PMP) encourages students to use one another as resources for learning. Students who have excelled in a discipline are chosen by faculty to mentor students taking introductory courses in those disciplines. These mentors are responsible for groups of 5-8 students and coordinate weekly meetings in the college house setting. During these meetings, the mentors ask key questions and moderate discussion, rather than re-teach the material; provide opportunities for students to use the language of the discipline and gain confidence discussing course material; demonstrate how to work effectively in a group, how to pace assignments, and how to study for exams; and provide practice opportunities that contribute to the students' understanding of the material.

Cultural Centers

Types of Center(s): Black Student Cultural Center; La Casa Latina; Greenfield Intercultural House

Type of Physical Space: All are dedicated buildings and spaces for student organizations meetings and events

Staff Composition: Has a director, staff members and student assistants

Programs Offered: Not mentioned

Relationship to Student Orgs. Linked to student organizations

Relationship to Curriculum and Faculty: Not mentioned

Trinity College (www.trincoll.edu)

Mentoring

Program Type: First Year Focus Program; Promoting Respect for Inclusive Diversity in Education (P.R.I.D.E.).

Institutional Oversight: Residential Life; Multicultural Affairs Office

Program Coordinator: Margaret Lindsey; Director of the First-Year Program;

Targeted Population: Freshmen; Open to minority freshmen students

Program Structure: One-on-one meetings between students and professors as well as a group seminar of 12-15 students; upperclass students serve as peer mentors for first-year students, offering special outreach to students of color, international students, and others from groups underrepresented at Trinity.

Specific Programming: To introduce students to academic and community resources; to promote multicultural awareness among members of the community as a whole.

Cultural Centers

Types of Center(s): Asian American Student Association; La Eracra, (La Voz Latina); Umoja House, (Imani); (Encouraging Respect of Sexualities), which serves both as a gathering place for gay, lesbian, bi-sexual, transgender students and allies, and home to the newly created Queer Resource Center. The Zachs Hillel House, is a campus center for Jewish religious and cultural life.

Type of Physical Space: Each space serves as a center in which students gather for meetings, parties etc.

Staff Composition: Lisa Kassow, director of Hillel at Trinity administers the Zachs Hillel House

Programs Offered: N/A

Relationship to Student Orgs.: Houses held in collaboration with student organizations

Relationship to Curriculum and Faculty: Houses held in collaboration with Multicultural Affairs Office

Trinity University (www.trinity.edu)

Mentoring

Program Type: There are no programs mentioned

Institutional Oversight: N/A

Program Coordinator: N/A

Targeted Population: N/A

Program Structure: N/A

Specific Programming: N/A

Cultural Centers

Types of Center(s): Carver Community Cultural Center, the Carver is a multiethnic and multicultural performing and visual arts center with a primary focus on the artistic achievements of African Americans.; [Fuerza Unida](#); [Gay and Lesbian Community Center of San Antonio Inc.](#)

Type of Physical Space: Individual Centers

Staff Composition: Not mentioned

Programs Offered: Serves as a social space for meetings as well as hosting events open to the campus.

Relationship to Student Orgs.: Many organizations hold the centers together

Relationship to Curriculum and Faculty: N/A

Tufts University (www.tufts.edu)

Mentoring

Program Type: THE GROUP OF SIX peer mentoring program.

Institutional Oversight: Office of Multicultural Affairs

Program Coordinator: There is a director for each center

Targeted Population: Minority first year students

Program Structure: There is a peer to peer advising program through each cultural center. They are assigned an upperclass advisor.

Specific Programming: Not clearly defined.

Cultural Centers

Types of Center(s): THE GROUP OF SIX that consists of the Africana Center, Asian American Center, International Center, Latino Center, Lesbian Gay Bisexual Transgender Center, and the Women's Center

Type of Physical Space: A separate building for each center yet, the centers work together under one umbrella.

Staff Composition: There is a director and approximately 6 to 10 staff members, and 16 to 20 students who serve as peer leaders.

Programs Offered: Meetings are focused on students of similar background but are open to other students as well. Activities are also held to celebrate each center's important holidays and honor important leaders. The staff works closely with the students to try and make an impact on the curriculum.

Relationship to Student Orgs.: The different student organizations work closely with the staff members to administrate their corresponding centers.

Relationship to Curriculum and Faculty: The staff, some are professors, try to help diversify the curriculum.

Union College (www.union.edu)

Mentoring

Program Type: Links and Mentors: Approaches to Science and Engineering Education for the 21st Century

Institutional Oversight: Not mentioned

Program Coordinator: Not mentioned

Targeted Population: Students of Color majoring in the sciences, education of engineering

Program Structure: Involves younger students in Project-Based Learning Union. Students will be provided 4-8 research stipends each summer for Union Scholars who are majoring in science or engineering. The stipends are intended for students who have completed their first or second year and include a faculty stipend. Mentoring Minority Students who have an Interest in College Teaching in Science or Engineering; Union proposes to establish Minority Post-Baccalaureate Fellowships for one or two of its minority science or engineering students each year. These Fellowships would pay for the students to stay at the college for an additional year after graduation and be involved in teaching, faculty research and mentoring activities.

Cultural Centers

Types of Center(s): Multicultural Resource Center

Type of Physical Space: Building in which students are able to hold meetings for their organizations but it also serves to offer students cultural and social diversity.

Staff Composition: A dean and other staff members

Programs Offered: N/A

Relationship to Student Orgs.: Works closely to promote collaboration between student organizations

Relationship to Curriculum and Faculty: No mention

University of Rochester (www.rochester.edu)

Mentoring

Program Type: Early Connection Opportunity

Institutional Oversight: HEOP Office

Program Coordinator:

Targeted Population: Primarily minority students

Program Structure: The ECO program is designed to help students acquire the skills, attitudes, and social connections necessary to become successful University of Rochester students. It is a residential summer program that provides supplemental academic support to selected pre-freshmen. It is required for HEOP students, and optional for others.

Cultural Centers

Types of Center(s): No specific centers are mentioned.

Type of Physical Space: N/A

Staff Composition: N/A

Programs Offered: N/A

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: N/A

Vassar College (www.vassar.edu)

Mentoring

Program Type: Staff to Student

Institutional Oversight: Multicultural Office

Program Coordinator: Yolanda Ramos, Director

Targeted Population: Particularly minority students

Program Structure: The ALANA Center is a culturally specific resource center for African American/Black, Latino, Asian/Asian American and Native American students focused on providing support and advice on a range of personal, academic, social, cultural, and community issues. The director of the ALANA Center meets with students for personal, academic, and general advising and works with students of color on educational, social and cultural programming.

Cultural Centers

Types of Center(s): ALANA Center

Type of Physical Space: Multipurpose Community Room, Conference Room, Kitchen, Computer Room (MAC/PC and Electronic Typewriter) and Organizational Office Space

Staff Composition: The ALANA Center staff includes the director, an administrative assistant and a student staff consisting of a manager, program interns and program assistants.

Programs Offered: The center offers opportunities for leadership development, intra-cultural and cross-cultural dialogues, lectures, big sister/big brother and alumnae/i mentoring programs.

Relationship to Student Orgs.: Student Organizations are supervised by the ALANA Center administrators and they work closely with the organizations.

Relationship to Curriculum and Faculty: Unclear

Wells College (www.wells.edu)

Mentoring

Program Type: Not able to find on the web

Institutional Oversight: N/A

Program Coordinator: N/A

Targeted Population: N/A

Program Structure: N/A

Specific Programming: Same as above.

Cultural Centers

Types of Center(s): Not able to find on the web

Type of Physical Space: N/A

Staff Composition: N/A

Programs Offered:

Relationship to Student Orgs.:

Relationship to Curriculum and Faculty:

Wesleyan University (www.wesleyan.edu)

Mentoring

Program Type: Student Academic Resources Network (SARN).

Institutional Oversight: Dean's Office

Program Coordinator:

Targeted Population: First year students

Program Structure: They assist new students in preparing for their individual meetings with their advisors.

Cultural Centers

Types of Center(s): No Mention of Cultural Center

Type of Physical Space: N/A

Staff Composition: N/A

Programs Offered: N/A

Relationship to Student Orgs.: N/A

Relationship to Curriculum and Faculty: N/A

Williams College (www.williams.edu)

Mentoring (1)

Program Type: Junior Advisors (JA)

Institutional Oversight: Dean's Office

Program Coordinator:

Targeted Population: First year students

Program Structure: JAs serve as informal counselors and mediators and live with first-year students in the dorms.

Mentoring (2)

Program Type: First-Year Residential Seminar (FRS)

Institutional Oversight: Dean's Office

Program Coordinator:

Targeted Population: First year students

Program Structure: FRS is a program in which the purpose is to integrate the social and academic pursuits of the students through the opportunities of interaction. In the program, once students are registered for their first year housing they agree to take one course in the fall semester with other freshmen. The course is designed to confront students with important and provocative concepts and questions

Cultural Centers

Types of Center(s): The Multicultural Center

Type of Physical Space: Divided into three houses which are the Hardy House (meeting place for all multicultural organizations), Jenness House (considered the hub of multicultural activities it is where the offices of the staffs are located and it serves as a meeting place for the Asian Student Organization), and Rice House (office and meeting location of African American and Caribbean Organization, also where the parties for these organizations are held).

Staff Composition: N/A

Programs Offered: The Multicultural Center sponsors or is affiliated with a number of programs for minority students as well as for anyone who wishes to actively contribute to promoting diversity, tolerance and community at Williams through programs like Windows On Williams (WOW), in which students along with faculty members are able to hold a forum after a series of events in which all students can participate and the purpose is to welcome diversity.

Relationship to Student Orgs.: Advisory

Relationship to Curriculum and Faculty: Collaborates with faculty on co-curricular programming

Yale University (www.yale.edu)

Mentoring

Program Type: Peer to Peer

Institutional Oversight: Office of Student Affairs

Program Coordinator:

Targeted Population: First year students

Program Structure: Second Year Advisors serve as role models and mentors to first year students, providing assistance and support to first year students throughout the year. Each advisor will be assigned to a group of approximately 10 students for orientation events. Five or six second year advisors will be assigned to each first year cohort and will work as a "Cohort Advising Team" to provide individual support and guidance with academic, career, time management, and social issues.

Cultural Centers

Types of Center(s): The Afro-American Cultural Center, the Asian American Cultural Center, La Casa Cultural (Latino Cultural Center) and the Native American Cultural Center. All freshmen are assigned a counselor but minority students are also assigned a counselor of the same ethnic background.

Type of Physical Space: Each center has a house in which student organizations are able to hold their meetings in the respective center.

Staff Composition: There are counselors located in each center as well as students who assist the staff members.

Programs Offered: There are no specific programs offered by these centers except for the opportunity to provide a place for students of color to relax, to gather informally, and to affirm their sense of self outside the classroom. They offer space where students can study or just talk. The centers frequently invite guest speakers, sponsor forums, hold concerts, stage plays, and musical performances, offer dance classes, and exhibit works of art and literature.

Relationship to Student Orgs.: Student organizations hold their meetings in the center.

Relationship to Curriculum and Faculty: No clear connection was found

Appendix G

Summer Programs²⁵

Amherst College

- **Summer Sessions:** No
- ***Pre-Freshman programs:** Yes.
Amherst does host a variety of pre-College programs but all are funded and organized by organizations outside the institution.
- Amherst does not offer summer research opportunities at the college.
- The college provides their students with web references for summer research opportunities outside the institution.

Bates College

- **Summer sessions:** No
- **Summer research:** Yes. Bates College offers opportunities to Bates students under the “Summer Research Apprenticeships” (SRA) program*. SRA targets traditionally under-represented groups
 - Student research apprentices reside on campus for eight to ten weeks where they work full-time with a faculty member, who sponsors them for the summer. For example, one of the summer apprenticeship programs is the “Hughes Summer Fellowship.” This program offers the opportunity for qualified students to do research in science, neuroscience, mathematics, science and mathematics education, and interdisciplinary programs in science or math.

Bowdoin College

- **Summer Sessions:** No
- Bowdoin College provides various research opportunities for its students during the summer that concentrate on both the math and science fields.
- **Pre-freshman Programs:** Yes
Opportunity Programs: Yes
 - *“Bowdoin Bound,” sponsored by Bowdoin is similar to an upward bound program and it works in collaboration with Brehms Lane Elementary School in Baltimore, Maryland and is funded solely by

²⁵ Programs that specifically target traditionally underrepresented groups are marked with an asterisk.

philanthropy. The program aims to introduce inner-city children to institutions of higher education.

- *Bowdoin also coordinates an Upward Bound program at the College. Upward Bound is funded through the U.S. Department of Education and targets students of under-represented groups.

Brown University

- **Opportunity Programs:** No
- **Summer Sessions:** Yes

Brown offers a number of summer sessions to its students and visiting undergraduates.

- “Summer Theatre Apprentice Company.” STAC is a program that offers a full orientation to the theater for Brown University undergraduates.
- **Pre-freshman Programs:** Yes.
 - “Pre-College Students and Brown.” The PCSB is organized in collaboration with and the Rhode Island School of Design to bring together liberal arts and fine arts. These programs charge students between \$3,021 and \$5,419. Scholarships that cover the cost of tuition are available but are need based.
 - “Summer Scholar Athlete Program.” This program focuses on students who have a strong interest in sports, but also have strong aspirations to attend an academically challenging college or university. The program is a preview for the challenges that student athletes will face at the college level. The students are given the opportunity to take time management and study skill courses, take part in an ongoing summer session, while also participating in various social events.
- **Summer Leadership Programs:**
 - Leadership Institute at Brown” is a program designed to encourage the development of leadership skills.
 - A premiere program under the umbrella of the “Leadership Institute” is BELL (Brown Environmental Leadership Lab).
 - “Leadership & Conflict Resolution” program
 - “Leadership & Global Engagement” program
 - “Young Women’s Leadership Lab” programThese programs do require fees of anywhere from \$1,874 to \$2,700 depending upon whether a student is a residential or day student. Scholarships are

available for full cost of a program but these scholarships are need based. Financial Aid is not available for these programs.

Colby

- **Summer Sessions:**No
- **Pre-freshman Programs:** No
- **Summer research assistantships are offered.** These assistantships are funded by the college and external grants and provide support for numerous research projects and summer research student assistants to work on faculty research. Available across all academic disciplines.

Colgate University

- **Summer Sessions:** No
- **Pre-Freshman Programs:** Yes
 - *The Office of Undergraduate Studies (OUS) provides a web of support for students who demonstrate academic potential yet need such support in order to excel at Colgate. Students who participate in OUS come from a variety of ethnic, socioeconomic, and academic backgrounds. One of the main objectives of OUS is to ease the transition from high school through an intensive, five-week, academic and residential summer program. The OUS office is the umbrella organization for Opportunity Programs/HEOP²⁶ at Colgate.
- **Summer research opportunities:**
 - Colgate offers the “Summer Undergraduate Research Program.” Each summer more than 100 undergraduates work in concert with faculty members on projects that touch the frontiers of discovery. Students get one-on-one attention as they pursue research and scholarly projects.

College of Holy Cross

- **Summer Sessions:** No
- **Pre-freshman programs:** No

²⁶ HEOP is a New York State program designed to increase access to higher education (http://www.highered.nysed.gov/kiap/COLLEGIATE/HEOP/introduction_to_heop.htm).

- Holy Cross has a summer internship program that provides exceptional Holy Cross undergraduates with an internship related to the student's academic/occupational goals. Internships are developed through a network of Holy Cross alumni, parents and friends.
- Holy Cross also has a summer research program. Holy Cross runs a summer grant funded research program in support of a number of students engaged in research of all kinds.

College of Wooster

- **Summer Sessions:** Yes
- **Pre-freshman programs:** Yes
 - *"Early Intervention Program." This program targets traditionally under-represented urban students in preparing for college by providing students with an opportunity to experience all aspects of campus life during the summer months. The program invites 20-30 local rising high school seniors to campus for two weeks to experience intensive instruction in reading, math, writing and analytical skills, as well as enrichment classes in theater, chemistry and computing.
- **Summer research:** Yes

Columbia University

- **Summer Sessions:** Yes
 - In conjunction with summer academic sessions, the "Second-Majors Program" is designed to help those who would like to double major, catch-up in credits, broaden their intellectual horizons, or set an individual academic schedule for graduation.
- Columbia participates in a program that allows students to take classes abroad during the summer months.

* **Opportunity Programs:** Yes

- Columbia University sponsors a HEOP program. Like many EOP/HEOP programs, there is an intensive pre-freshmen summer program which includes courses in English, mathematics, and study skills. During the academic year program students meet with an assigned HEOP counselor weekly and are

provided academic tutoring, as well as personal, academic, financial, and career counseling.

*** Pre-Freshman Programs Opportunity Programs:**

- “Double Discovery Center (DDC)”. The DDC serves low-income, middle and senior high school students living in New York City. By all indicators, the young students that DDC serves are at risk of not completing high school or attending college. The center offers academic, career, financial aid and personal development services (year round) with the goal of increasing students’ rates of high school graduation, and college entrance and completion.
- Upward Bound: Under the umbrella of the DDC is the Upward Bound Program. Under upward bound, students attend a 6 week academic residential program and attend 3 academic classes. In a ten year span from 1990 to 2000, on average the program has graduated 95 percent of the students from high school and has enrolled 94 percent into college.

Connecticut College

- **Summer Sessions:** Yes
- **Pre-freshman Programs:** No
- **Summer Research:** Yes

*Provides a separate first-year orientation for students of color.

Cornell University

- **Summer Sessions:** Yes
- ***Pre-freshman Programs Opportunity Programs:**

Cornell University has seven undergraduate colleges. Each college has a HEOP or EOP program. There is a pre-freshmen summer program for students who were accepted into one of the seven colleges. The purpose of the pre-freshman program is to help prepare students for the challenges of their first year at Cornell. All students admitted through HEOP or EOP programs are required to attend. The program is designed to coincide with the six week summer session at the University. The program includes field trips, guest lectures, and a wide range of social and cultural activities. Participation is restricted to students selected by the college or special programs offices and is free of charge to EOP and HEOP students.

Dartmouth

- **Summer Sessions:** Yes
- **Pre-freshman Programs:** No
- Dartmouth offers students participation in the “Bildner Urban Summer Programs,” which bring Dartmouth students off-campus to work with the Boys and Girls Club of Newark, New Jersey. The purpose of the program is to introduce Dartmouth students to multi-racial, multi-ethnic, and multi-income urban communities. The intent of the program is to develop awareness of diversity that may not have been achieved otherwise.
- Dartmouth also sponsors the “First-Year Summer Research Project.” The program offers student participants the opportunity to propose an independent study for summer research.
- The “MCB Summer Research” position allows students at Dartmouth to work alongside a faculty member and graduate students in research with Molecular and Cellular Biology.

Dickinson College

- **Summer sessions:** Yes
 - Dickinson provides two academic summer school sessions, providing students with an opportunity to accelerate their studies or try something new at a time when they can focus more fully. The program can also provide a little relief to the fall or spring semester or to make room for a second major.
- **Pre-freshman Programs:** No

Duke

- **Summer Sessions:** Yes
 - Duke University offers several summer abroad programs that offer students an opportunity to immerse themselves into other cultures.
 - Another program, the “CECT Undergraduate Fellows Program” (CECT stands for Center for Emerging Cardiovascular Technologies) offers an opportunity for engineering undergraduates to do cardiovascular

biomedical engineering research. This program provides academic credit as well as paid research work.

- Another program, the “Summer at Sea” is sponsored by the Duke Marine Laboratory and offers course credit only for select students. Limited scholarship funds are available for this program.
- **Pre-freshman Programs: No**

Franklin and Marshall

- **Summer Sessions:** Yes
- **Pre-freshmen Programs:** Yes
- ***Opportunity Program**

Summer Program for Academic Excellence (SPAЕ) and the Howard Hughes Science Scholars Program (HHSS). These programs will give you first-hand experience in the world of F&M. You will be exposed to the content, expectations, and methods of college-level writing and science or social science courses. Upon completion, you will already have earned course credits toward graduation. This experience will allow you to become familiar with the campus and surrounding area as well as provide you with faculty, staff and peer contacts on campus.

Georgetown

- **Summer Session:** Yes
 - “Howard Hughes Research Program” offers Georgetown students the opportunity to participate in a fully funded research position in the Biology Department at Georgetown Medical Center.
 - Georgetown also offers the “Zukowski Undergraduate Research Scholarship” to biology majors for the laboratory research project on campus.
 - The “Georgetown University Research Opportunities Program” allows students to work alongside a faculty member on their research project.
 - The University also offers abroad programs during the summer similar to that of Duke University.
- **Pre-freshman Programs:**

The Community Scholars Program provides opportunities for exceptional students who will broaden and enrich the Georgetown community. Community Scholars are carefully selected on the basis of high academic achievement, impressive co-curricular accomplishments, and a commitment to service. Scholars typically come from diverse racial and ethnic backgrounds and are often first-generation college students.

The Community Scholars experience begins with a four-week summer residential component built around English 009, an intensive critical-reading and writing course—taught for credit by Georgetown faculty with graduate-student writing tutors—that provides an interdisciplinary foundation for the University’s liberal arts curriculum. As a Community Scholar, one will live in a residence hall along with Residential Advisors who provide an extended orientation to life at Georgetown; one will also meet school and college deans, financial aid counselors and other service providers. The program seeks to foster the kind of comprehensive college skills that would be helpful for any first-year student. The program covers all essential summer expenses including tuition, room/board, and books. One will receive a financial-aid adjustment to compensate for lost summer wages. In addition, one will also receive one, three-credit summer-school scholarship that can be used at any time during your undergraduate career.

Gettysburg College

- **Summer Sessions:** No
- **Pre-freshman Programs:** No
- **Opportunity Programs:** No

Hamilton College

- **Summer Sessions:** No
- ***Opportunity Programs:** Yes

Hamilton sponsors in cooperation with the New York State Department of Education a HEOP program and also sponsors non-program students who are from a similar academic and socio-economic background as HEOP students but do not meet the economic qualifying criteria for HEOP.

- ***Pre-freshman Program:** Yes

“Scholar Summer Program” sponsored by the Office of Opportunity Programs and HEOP. The “Scholar Program” is a mandatory program for all students accepted into Hamilton through the Opportunity Program office. The program stresses skill development in the areas of Math, science, study skills, writing, critical thinking, and social sciences.

- **Additional summer program.**
 - Hamilton College sponsors the “Emerson Foundation Grant Program.” The program was created in 1997 and provides students with significant opportunities to work in collaboration with faculty in their research. This program is initiated during the summer and students present their findings during the academic year.
 - Levitt Research Fellowship funds student-faculty research. The program is open to all rising seniors who wish to spend the summer working in collaboration with a faculty member on what will become their senior thesis/project. Students receive a summer stipend and some expense money and spend 10 weeks in the summer working intensively with a faculty member.

Hobart and William Smith Colleges

- **Summer sessions:** No
- ***Opportunity Programs:** Yes
 - **HEOP and HWS-EOG**

Opportunity Program students are either HEOP or Hobart and William Smith Educational Opportunity Grant students (HWS-EOG). All participants in opportunity programs are first generation college students and generally represent traditionally underrepresented groups. HWSEOG students possess similar academic profiles, meeting HEOP requirements, but may not meet the financial criteria, or come from outside New York and therefore do not qualify for HEOP.
 - **Pre-freshman Programs:** Yes

HWS Office of Opportunity Programs sponsors the “Summer Academic Orientation Program,” (SAOP). The Summer Academic Orientation Program (SAOP) is a pre-freshman five-week summer academic program sponsored by the Office of Opportunity Programs and is required for all students accepted to HWS through the Office of Opportunity Programs.

SAOP sets the foundation for making a successful transition into HWS through rigorous academic classes in math/science, writing and English, study skills and college enrichment seminars in preparation for full entrance to the Colleges in the fall term. The primary goal of our Summer Academic Orientation Program (SAOP) is to give students an early exposure to the rigors and expectations of academic course work with adequate support. Opportunity Program students have a higher rate of retention and graduation than the majority population at HWS.

- **“Summer Research Program.”** In addition to SAOP, there is also a “Summer Research Program.” While HWS has supported research, often called the “Summer Science Program” for over two decades, it has gained momentum in recent years. This program provides summer support for students to work individually with a faculty member from the sciences on a research project over an eight- week period. Students receive stipends plus room and board. It is a unique opportunity for students to concentrate on a focused research topic with close mentorship from a faculty member. Frequently this is the setting where very close relationships are forged between students and faculty. In 2003 there were 61 applicants and 32 were accepted for research in Biology, Chemistry, Geosciences, Environmental Studies, Physics, and Economics. Many students who participate in the program have gone on to graduate school and have been awarded prestigious scholarships, such as a Rhoades. A new program at HWS is the “HWS Summer Academy.” The program is designed for highly motivated students of color in the ninth and tenth grades. The program is intended to encourage the students to attend college and achieve personal success.

Ithaca College

- **Summer sessions:** Yes. Summer academic sessions are available at Ithaca.
 - **Internships** under Summer Sessions are available for students in multiple fields.
- ***Opportunity Programs:** Yes. Ithaca College offers HEOP as well as the Ithaca Achievement Program (IAP). IAP is offered to students of color as freshmen and sophomores. IAP is described as a community dedicated to personal and academic success. In addition, Ithaca College sponsors the New York State Collegiate Science and Technology Entry Program

(CSTEP). CSTEP provides academic enrichment and career-oriented experiences for students who want careers in science- and health-related fields or in licensed professions such as law and accounting. CSTEP students participate in internships, conduct research, and become involved with faculty or professional mentors to learn more about their areas of interest. Eligibility for CSTEP depends on a number of factors, including New York residency, ethnicity, and family income levels. Students are selected for participation both during the admissions process and during the school year.

- **Pre-freshman Program:** Yes. The students of IAP attend a three week summer program while the HEOP students attend a five week summer program.

Kenyon College

- **Summer Sessions:** No
- **Pre-freshman program:** No
- **Opportunity Programs:** No
- **Summer Research:** Kenyon College sponsors the “Summer Program for Science.” Each year students compete for grants that afford them the opportunity to spend a summer engaged in research with a faculty member. Approximately 30 students per year collaborate with faculty members in biology, chemistry, mathematics, physics, psychology, and other scientific fields.
- ***Other Programs:** The R.E.A.C.H. Mentoring Program recognizes the need to assist first-year minority students in adjusting academically, emotionally, and socially to Kenyon College. Research in the area of student retention indicates that minority students face numerous challenges and adjustments when they attend predominantly white institutions. Difficulty in adjusting can very easily have a negative effect on a student's academic performance and social adjustment. The first semester is a critical one for students in transition. Most first-year students decide within the first six to eight weeks whether a college is a good fit for them and whether they intend to stay and complete the semester. The R.E.A.C.H. Mentoring Program exists to provide support and stability in those critical first few weeks.

The overall goal of the program is to retain first-year minority students by providing them with support and guidance from upper-class mentors who can

offer insight and positive reinforcement. All first-year minority students are invited to participate in the program.

Lafayette College

- **Summer Sessions:** Yes
- **Other Programs:** The Lafayette EXCEL Scholars Program enables students to participate in academically meaningful experiences outside of the classroom. Students selected to this program engage in collaborative research projects with Lafayette faculty, enhancing their academic skills as well as developing other skills that will be useful in post-graduate education and careers.

EXCEL Scholars have the opportunity to work full-time for ten weeks during the summer; full-time for three weeks during the interim session; and 8 to 10 hours per week during the academic year. Students selected for the EXCEL Scholars Program receive a stipend of \$10 per hour and residence hall housing during the interim and summer. Information concerning the EXCEL program may be obtained from the Associate Provost and the Director of Research Services, 219 Markle Hall.

The LEARN summer program provides five students opportunities to work with Lafayette alumni on cutting-edge research in the neuroscience field. The students are paid for 8 to 10 weeks of full-time work. Travel to the mentor's institution and room expenses are also covered.

MIT

- ***Summer Sessions:** Yes
 - Under the umbrella of summer academic programs, MIT offers its students the opportunity to participate in the Undergraduate Research Opportunity Program. "Special Studies", summer research, internships, co-op, independent studies, thesis preparation and thesis work (if pre-arranged with faculty). MITE2S (Minority Introduction to Engineering, Entrepreneurship and Science) is aimed at but not limited to under-represented minority groups. For six weeks the participating high school juniors from nation-wide reside on campus and attend courses focusing on math and science. "Project Interphase" is a seven and a half week

summer program in which admitted students stay on campus while attending academic enrichment programs. The goal of the program is to enhance matriculation, promote higher retention and greater excellence in participants. This program was originally aimed solely at under-represented minorities but has since expanded its spectrum. It looks at a multitude of factors, such as first generation to college, high school record of sending students to higher education, and background of student. Both Project Interphase and MITE2S have been attacked for their focus on minority students and hence both programs have broadened the targeted group. MIT also offers a 4 week academic, Women's Technology Program. This program offers scholarship support to women of low socio-economic background. The MIT Undergraduate Research Opportunities Program offers research and internships to its students in various fields.

Northeastern University

- **Summer Sessions:** Yes
- ***Opportunity Programs: Ujima Scholars**

The Ujima Scholars Program, formerly known as Project Ujima, was founded in 1972 at Northeastern's John D. O'Bryant African-American Institute. It was the University's first access program for students of African origin. Ujima, a Swahili word meaning "collective work and responsibility," represents a guiding principle for the program. The success of the Scholars rests upon their collective efforts, as well as those of the African-American Institute staff and other members of the Northeastern Community.

Ujima Scholars was originally a "freshman year only" program for students with academic potential who did not meet traditional criteria for admission. Now a five-year program, it provides students with course advising, free tutoring, personal and career counseling, cultural and educational activities and access to a special library collection of materials on Africans in the Diaspora. The program places heavy emphasis on academic excellence, role modeling, mentoring and developing self-esteem and cultural awareness. It encourages students to engage in undergraduate research and community service projects.

The Ujima Scholars Program enrolls students in regular courses based on their selected majors, and strives to have them accepted into their major in their sophomore year. A Reading, Writing, and Study Skills course, which provides

instruction in effective literary analysis, critical thinking, essay composition and study skills, is required. The program staff works in conjunction with colleges, departments and key offices in the University to achieve student matriculation to graduation. Students are expected to achieve and sustain good academic standing, and participate in mandatory summer orientation, supervised study sessions and biweekly group meetings covering topics such as financial aid, career decision making, co-op, choosing a major and African-American history and culture.

- **Summer Research:** Undergraduate research includes the following
 - **Individual Research and Experiential Projects** which includes all types of scholarly work related to the student's studies, is initiated by the student, and is executed with the supervision of a faculty mentor.
 - **Faculty Undergraduate Research Initiative (FURI)** which is research or scholarship being pursued by a faculty member with the assistance of one or more student researchers.
 - **Community Based Research Initiative (CBRI)**, a small group research project executed in partnership with a faculty member and community organization.

Princeton University

- **Summer sessions:** Yes
 - The "Summer Programming Experience" is designed for first-year and sophomore students considering Computer Science as a major. The students are given the opportunity to work on a project of their choice for six weeks during the summer months.
 - The "Junior Summer Institute" is a seven week summer program that invites community and junior college students to come and expand their understanding and skills in economics, statistics, policy analysis, writing, public speaking and organization/time management.
 - *Princeton hosts the "Daily Princetonian Summer Journalism Program." The program hosts twenty senior high school students from urban and

under-funded high schools and given the opportunity to dive into the world of journalism. They practice reporting and writing articles, cover a Mets baseball game, and attend a press conference.

- **Pre-freshman program:** Yes
 - “Princeton University Preparatory Program” - PUPP. Founded in 2001, PUPP is a three-year, comprehensive academic and cultural enrichment program serving low-income, high achieving high school students from Trenton, Ewing, and Princeton public schools. PUPP's goal is to prepare academically talented students from low socio-economic status backgrounds for success at selective colleges and universities.
 - “Freshman Scholars Institute” – incoming students spend 7 weeks on campus prior to their freshman year taking 2 courses for credit along with various preparation classes.
- ***Opportunity Programs:** Yes
- **Summer Research:** Yes
Princeton offers summer undergraduate research programs open to its students as well as other undergraduates from other universities. Princeton sponsors a program entitled “Research Experience for Undergraduates” that gives eighteen students from across the country (usually from schools where the science department is not strong) the chance to be involved in scientific research.

Rice University

- **Summer sessions:** Yes
Rice offers a program entitled “Leadership Rice Summer Mentorship Experience,” where students of all majors may apply. A class at Rice in the fall must be completed before one participates in 8-10 week mentorship in which students are matched with a mentor through different organizations (arts, administration, social entrepreneurship, health care and public policy) in various cities. There are various undergraduate research programs available. For example, the Rice Quantum Institute Research Experiences for Undergraduates gives students the chance to study the interdisciplinary world of science. The Janus Award gives one Rice student the opportunity to explore comprehensively

an environmental or scientific issue. Rice provides links to other internships in the area that maybe of interest to their students. There are summer sessions available.

Sarah Lawrence College

- **Summer Sessions:** No
- **Opportunity Programs:** No
- **Summer Research Opportunities:** No
- **Pre-freshman program:** No

Sarah Lawrence College does not have a pre-freshman summer program. Sarah Lawrence sponsors a program called “Writing the Medical Experience” as well as other summer writing programs but these are open to participants from outside the college generally.

Skidmore College

- **Summer Sessions:** Yes
Skidmore has a summer academic term and a number of summer programs. The summer session allows students to get ahead in course requirements and/or credits. It also affords them more flexibility when it comes to scheduling abroad programs in their course sequence or the ability to work on an honors project.
- **Pre-College:** Yes.
Skidmore has a Pre-College Program in the Liberal Arts during the summer. Pre-College students go to Skidmore from across the country, from large and small cities, from public and private schools, and from different backgrounds with a wide range of interest and aspirations. The programs goal is to prepare these high school students for college. Their preparation for college involves not only academic preparation but also learning the ins and outs of the process of selecting and applying to college.

There is also a “Summer Science Institute” designated for seventh and eight grade girls. The institute gives girls a hands-on experience with a wide range of scientific disciplines.

- **Special Pre-Orientation Program.** First years get to choose from an array of activities that range from a four day canoeing/hiking/wilderness camping trips to a “faiths and commitments” program.

- ***Opportunity Program:** Yes.
There is also an AOP in conjunction with an HEOP program. The AOP program is similar to the HEOP program but it is for students who do not qualify for HEOP based on New York State residency. The AOP/HEOP program sponsors a four week pre-freshman academic program designed to prepare students for rigors of college.
- **Summer Research Opportunities:** Yes
Over the past decade Skidmore has sponsored a summer collaborative research program. Sponsored by various private donors and the college. The student-faculty teams design and implement a ten-week, full-time research project. This intensive research project allows students and faculty to thoroughly delve into field and laboratory research. During the tenure of this program, students are provided with free room and board and a stipend of \$ 2,100.

St. Lawrence University

- **Summer sessions:** Yes
- **Summer research programs:** No. St. Lawrence University does not sponsor summer research programs but encourages their students to get involved in programs at other colleges. They provide reference information for summer research opportunities to their undergraduates.
- **McNair Program:** St. Lawrence is one of 18 institutions awarded a new grant through the Ronald E. McNair Post-Baccalaureate Achievement Program, which is aimed at encouraging students in underrepresented groups to pursue doctoral studies. Under the program, students are paired with faculty mentors on research projects and are also given assistance with the graduate school admission process.

The McNair Scholars Achievement Program hosted a very successful summer research internship serving eleven McNair Scholars and our first CSTEP Scholar throughout June and part of July. The eight week intensive program featured research in a scholar's area of choice with a mentor from the University. Additionally, Scholars were given a preparation course for the Graduate Record Exam as well as information from seminars that were held throughout the summer. Prior to the summer, Scholars attended a set of workshops about graduate school, financing graduate school, research tips, and a review of the computer programs most likely to be used in their research. Scholars also had to

create a thesis statement based upon readings they were doing prior to their research.

During the summer McNair Scholars also attended a graduate school visit in Buffalo, a McNair Student Research Conference in Niagara Falls, and a Graduate School Fair in Niagara Falls.

- ***Opportunity Programs:** Yes.
- ***Pre-freshman program:** Yes

St. Lawrence does have an HEOP and Opportunity Program which has a required five week pre-freshman summer program. Courses taught in the five week program are: Math, English/writing, study skills and time management. They also have a CSTEP program for the math and science areas that assists underrepresented groups interested in scientific, mathematical, health-related and technological career fields and the licensed professions.

Stanford University

- **Summer Sessions:** Yes.
- ***Opportunity Programs:** Yes

The “Health Careers Opportunity Program” (HCOP) summer program accepts 45 minority and disadvantaged undergraduates nationally who are interested in the health professions. The program provides courses in cellular biology, human anatomy, basic research methods and experience in clinical medicine, minority health care seminars, and MCAT preparation.

Stanford Summer Engineering Academy is an intensive learning experience that seeks to improve and sustain engineering and science students. The program serves 30-40 incoming freshman. Tenured faculty members from Engineering, School of Earth Sciences and the School of Humanities run the program which is over 4-5 weeks.

*Stanford also has an Upward Bound program.

- **Summer Research :** Stanford offers a number of research opportunities. The “Field Studies Program” (FSP), “Summer Research in Biological Sciences” (SRB) and the “Student-Initiated Projects Program” (where students create their own research project).

Pre-freshman programs:

- **Other:** The Stanford Medical Youth Science Program is a five week summer residential program for low-income high school sophomores and juniors interested in science, medicine, and health.

SUNY Geneseo

- **Summer Sessions:** Yes
- ***Opportunity Programs:** Geneseo has AOP (Access Opportunity Programs) which include the Equal Opportunity Program (EOP) and the Transitional Opportunity Program (TOP). Students accepted to SUNY Geneseo through either EOP or TOP are required to attend one of the three mandatory Pre-freshman summer sessions which can be for one week or longer.
- **Summer Research:** The Geneseo Foundation with the Research Council provides opportunities for students to participate in summer research with a faculty member. The student must devote two summers to the project.

The University of Chicago

- **Summer sessions:** Yes
- **Opportunity Programs:** Yes
- **Pre-freshman program:** Yes
- Chicago offers summer science research opportunities such as: the “Summer Undergraduate Research Experiences in Cosmology”, the “Physical and Chemical Training Program” as well as the undergraduate research opportunities in the biological sciences. “VIRGE,” another undergraduate summer program is focused on mathematics majors. Courses are taught by a senior faculty.
- ***Chicago Academic Achievement Program:** The Summer Program is an eight-week project allowing the college to work closely with 10-15 matriculating African American, Latino/a, and Native American students to assist in their transition to College.
- ***Minority Student Enrichment Program** is a joint program established by the University of Chicago and Chicago State University. The program includes opportunities for CSU undergraduate and graduate students to take

- advantage of courses and facilities of the University of Chicago, a seminar series on academic and career-oriented topics, social interactions with students from both campuses and a summer program through which students from CSU do research under the direction of a University of Chicago faculty member.
- **University of Chicago Young Scholars Program for Mathematically Talented Students:** In 1998 the Mathematics Department began conducting a math and science program for the benefit of mathematically talented Chicago public school students. Participants are identified through their performance in the "Math Counts" competition, SAT scores, and through other math activities. The program is intended to provide students with a rich and diverse educational experience. There are three components of the program: one for students entering the seventh and eighth grades, and one for students entering the eleventh and twelfth grades. This program is conducted by faculty and graduate students in the Department of Mathematics.
 - **Summer Research:** Yes
 - The University of Chicago has "SROP" (Summer Research Opportunities Program), which is designed to prepare talented minority undergraduates for entrance into graduate school. The program is a research based program, supervised by a faculty mentor. Students attend weekly educational and enrichment activities to strengthen technical skills and to help students prepare for the rigors of graduate school.

The University of Pennsylvania

- **Summer sessions:** Yes
The University of Pennsylvania offers academic summer sessions, summer abroad programs, as well as distance learning.
 - **Internships:** Yes
A "Summer Undergraduate Internship Program" is offered where students participate for ten weeks in full-time laboratory research in the biomedical or biological sciences.
- *** Summer Research:** Yes
For undergraduates interested in overseas research projects, students are invited to apply to Penn's "MIRT" (Minority International Research Training). The

program targets students of diverse backgrounds, particularly of under-represented groups.

Trinity College

- **Summer sessions:** Yes

Trinity College offers two summer sessions.

Trinity University

- **Summer sessions:** Yes
- ***Opportunity Program:** Upward Bound
- **Summer research:** Yes
 - Trinity does offer its students many summer research program opportunities. One is the “Merck-AAAS Summer Undergraduate Research Fellowship,” where students who study biology, biochemistry, chemistry, or biochemistry/molecular biology spend ten weeks on campus conducting laboratory research.
 - In partnership with the Virginia Space Grant Consortium, students are able to participate in a ten-week program researching at a NASA center. This program is called “Merck Summer Intern Program.”

Tufts University

- **Summer sessions:** Yes

Union College

- **Summer sessions:**No
- ***Opportunity Programs/pre-freshman program:** Yes

Union has both an Academic Opportunity Program (AOP) and Higher Education Opportunity Program (HEOP). Within these programs there is also a pre-freshmen summer program. All program students are required to attend a five-week residential summer program that provides academic and social orientation to Union College. Designed and structured to be intensive, the summer program includes

courses taught by college faculty and staff in order to introduce first-year students to college-level studies and to enhance their academic skills. Courses include Critical Reading and Analysis, Pre-Calculus or Calculus, Computer Skills, Writing Lab, and Study Skills.

Students are also given the opportunity to engage in social activities such as recreational trips, tours of the capital district, and participation in a leadership conference with other pre-freshmen from surrounding colleges.

- **Summer research:** Yes

Union offers many summer undergraduate research programs. The programs are detailed bellow:

- *Undergraduate Research Fellowships:* Students work with a faculty sponsor in any field. Between 30-40 fellowships are given out each summer.
- *Merck/AAAS Undergraduate Science Research Participation Program (USRP):* A joint research program in Biology and Chemistry. Funding supports four students during the summer.
- *PEW Summer Science Program for Undergraduates:* As part of a consortium of schools, Union students can apply for research fellowships at Union and other schools in the consortium.
- *Summer Research in Chemistry:* Funding for six students working with faculty on individual research projects. The research topics are chosen by the faculty member.

Other faculty in the areas of Biology, Geology, Mathematics, Physics, or Psychology, also invite students to work on summer research projects. The projects are chosen by the faculty and students are then able to choose from available projects. These programs do not target under-represented populations specifically.

University of Rochester

- **Summer sessions:** Yes

- ***Opportunity Programs/pre-freshman program:** Yes

HEOP and other Opportunity Programs are sponsored by the University of Rochester. The University sponsors a pre-freshman summer program that all Opportunity Program students must attend as a requirement for full admission to the University in the fall term.

- **Summer research:** Yes

The University offers many summer research opportunities for students. Research varies from biology to the medical field.

- The “Summer Research Fellowship” program (SURF) is a summer research program that chooses one hundred undergraduates to participate in a nine week summer program aimed to strengthen a student’s science, clinical, and research skills in medicine and/or biomedical sciences. SURF also runs a program for high school students called “Summer STEP” which provides opportunities for seventh to twelfth graders to work on biomedical research for six weeks during the summer months. It is an effort to encourage students to attend college and major in biomedical field or other related fields of study.
- ***“DeKiewiet Summer Program”** is specifically for undergraduates to do research in many of the laboratories at the medical center as well as the laser lab and other hard science labs. Through the Ethnic and Multicultural Affairs Office there are specific programs for students of color related to these opportunities.

Vassar College

- Summer sessions: No
- Summer research: Yes

Wells College

- **Opportunity Program:** No

Wesleyan University

- **Summer session:** No
- ***Opportunity Program:** Yes

The Health Professionals Partnership Initiative (HPPI) 3,000 by 2000 program was started in an effort to increase the number of under-represented minorities in the field of health services. The goal of 3,000 by 2000 was not reached but the program continues. HPPI students at Wesleyan enter in a summer pre-freshman program. By entering in this program one receives support throughout his/her undergraduate career.

- **Pre-freshman program:** See above
- **Summer research:** Yes

Williams

- **Summer sessions:** No
- ***Opportunity Programs/pre-freshman programs:** Yes
Williams offers a Pre-First Year Summer Science Program for five weeks for traditionally underrepresented populations in higher education who have been admitted and possess a strong interest in the sciences. Students immerse themselves in the sciences as well as English and mathematics. There is also a summer program that emphasizes the humanities and social sciences.
- **Summer research:** Yes
- **Other:** Williams College offers a summer program entitled “Berkshire Science Initiative,” in which Williams’ students are placed in school classrooms to work with science teachers on science curriculum. Later this program may be used to earn one’s teacher certification. Williams also offers openings to students who are interested in working with children and may apply to either volunteer or work at the Williams Children Center.

Appendix H Online Diversity Statements

Amherst College

The College's commitments to both distinction and inclusion have brought Amherst many extraordinarily talented students and scholars who have enriched the campus, our country and the world.

To continue this legacy and to extend it into the future, Amherst will continue to create an environment that appreciates and values the unique backgrounds, skills and experiences of its students, faculty and staff. As the people who comprise the college community continually change, the environment that the college strives to create rests on a foundation of three values: Respect, Inclusion and Equity.

Respect is embodied in many behaviors. Respect begins with mutual understanding, knowing how others wish to be treated. It is thoughtful consideration of others that starts with awareness and leads to an acceptance and valuing of differences. Respect is a mutual regard that honors the values, ideals, beliefs and needs of each person.

Inclusion is also a way of behaving. Inclusion seeks to enable a wider and broader range of people to join in the work of the College. It allows individuals to fully contribute their energies, talents, ideas and passion. Inclusion implies joining together in a positive manner to co-create our work environment.

Equity is a belief that opportunities should be open and accessible to all. Equity assumes that each individual will be provided an equal chance to succeed, to advance, and to be treated as others are treated. It also acknowledges that talented people and groups may have experienced prejudice and disadvantages in the past, and the College will proactively work to address these injustices.

Amherst supports diversity for the simplest, and most urgent, of reasons: because the best and the brightest people are found in many places, not few; because our classrooms, residence halls and offices are places of dialogue, not monologue; because teaching, learning and working at their best involve 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 community, our nation, our world. We do so in the

faith that our humanity is forged from differences, and that our differences deepen our knowledge and strengthen community.

Bates College

Bates values a diverse college community. Moreover, Bates does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, marital or parental status, age, or disability, in the recruitment and admission of its students, in the administration of its educational policies and programs, or in the recruitment and employment of its faculty and staff.

Bowdoin College:

Since its opening in 1802, Bowdoin has understood the obligation to direct liberal education toward the common good. In the 21st century, that obligation is stronger than ever. The challenge of defining a "common good" and acting on it is highlighted, however, in an interconnected world of widely varied cultures, interests, resources, and power. To prepare students for this complexity, a liberal education must teach about differences across cultures and within societies. At the same time, it should help students understand and respect the values and implications of a shared natural world and human heritage. By doing so, a liberal education will challenge students to appreciate and contend with diversity and the conflicts inherent in differing experiences, perspectives and values at the same time that they find ways to contribute to the common project of living together in the world.

Colby College

Colby College is dedicated to the education of humane, thoughtful, and engaged persons prepared to respond to the challenges of an increasingly diverse and global society and to the issues of justice that arise therein. The College also is committed to fostering a fully inclusive campus community, enriched by persons of different races, gender identities, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientations, political beliefs, and spiritual values. We strive to confront and overcome actions and attitudes that discourage the widest possible range of participation in our community, and we seek to deepen our understanding of diversity in our daily relationships and in our dealings as an institution. This statement is intended for use in all College publications, Web applications, and other media where important institutional policies and principles are promulgated.

Columbia

Diversity Mission Statement

Columbia is dedicated to increasing diversity in its workforce, its student body, and its educational programs. Achieving continued academic excellence and creating a vibrant university community require nothing less.

Both to prepare our students for citizenship in a pluralistic world and to keep Columbia at the forefront of knowledge, the University seeks to recognize and draw upon the talents of a diverse range of outstanding faculty, staff, and students and to foster the free exploration and expression of differing ideas, beliefs, and perspectives through scholarly inquiry and civil discourse. In developing its academic programs, Columbia furthers the thoughtful examination of cultural distinctions by developing curricula that prepare students to be responsible members of diverse societies.

In fulfilling its mission to advance diversity at the University, Columbia seeks to hire, retain, and promote exceptionally talented women and men from different racial, cultural, economic and ethnic backgrounds regardless of their sexual orientation or disability status. Through effective and fully compliant affirmative action and equal opportunity policies, Columbia strives to recruit members of groups traditionally underrepresented in American higher education and to increase the number of minority and women candidates in its graduate and professional programs.

Building a diverse university community is not the work of a moment. It requires sustained commitment, concerted effort, and the attention of us all. I reaffirm Columbia University's commitment to this mission and to the realization of our core values of inclusion and excellence.

Initiatives:

Connecticut College

"To be successful, our diversification must be organic and spring from the recognition that understanding differences enables us to know ourselves and to grow as a community. When Connecticut College becomes genuinely diverse, its diversity will be reflected in more than affirmative action statistics and curriculum content; it will be clearly visible in the way we live our lives both in and outside the classroom and beyond the parameters of the College."

-Board of Trustees Diversity Statement, 1988

The Multiculturalism and Diversity Committee at Connecticut College works to realize academic excellence by:

- (1) furthering understanding of how race shapes the educational experience both socially and intellectually;
- (2) examining other sites of structural inequality; and
- (3) building relationships through the honest exchange of ideas and concerns to continually move the college toward becoming a more just and equitable institution.

Cornell University

Open Doors, Open Hearts, and Open Minds'

"I would found an institution where any person can find instruction in any study." This statement, made by Ezra Cornell in 1865, proclaims Cornell University's enduring commitment to inclusion and opportunity, which is rooted in the shared democratic values envisioned by its founders. We honor this legacy of diversity and inclusion and welcome all individuals, including those from groups that have been historically marginalized and previously excluded from equal access to opportunity.

Open Hearts

Cornell's mission is to foster personal discovery and growth, nurture scholarship and creativity across a broad range of common knowledge, and affirm the value to individuals and society of the cultivation of the human mind and spirit. Our legacy is reflected in the diverse composition of our community, the breadth of our curriculum, the strength of our public service, and the depth of our commitment to freedom, equity, and reason. Each member of the Cornell community has a responsibility to honor this legacy and to support a more diverse and inclusive campus in which to work, study, teach, research, and serve.

Open Minds

Free expression is essential to this mission, and provocative ideas lawfully presented are an expected result. An enlightened academic community, however, connects freedom with responsibility. Cornell stands for civil discourse, reasoned thought, sustained discussion, and constructive engagement without degrading, abusing, harassing, or silencing others. Cornell is committed to act responsibly and forthrightly to maintain an environment that opens doors, opens hearts, and opens minds.

Adopted by the Employee Assembly and the University Assembly, December 1, 1999; the Student Assembly, December 3, 1999; the Faculty Senate, December 8, 1999, and the Graduate and Professional Student Assembly, January 24, 2000.

Dartmouth

We strongly believe that our mission, to foster and support the academic and intellectual growth of undergraduate students, is enhanced by our efforts to "hold diversity as a core value in our professional lives." Our endorsement of the Principles of Community also guides our planning toward supporting the full potential development of all of our students through implementation of the goals of our Diversity Statement. Exhibiting professional behavior that respects diversity and creates an environment where everyone is valued.

- Fostering an environment that welcomes the exchange of ideas and promotes acceptance and understanding of the diverse populations within our community.
Hiring, retaining, and promoting employees and student workers who demonstrate commitment to diversity as a core value and who can articulate why this value is important.
- Developing, implementing, and evaluating programs and services for students that are consistent with the diversity goals of the College.
- Creating communication vehicles that support and advance diversity.
- Seeking and creating opportunities to engage in personal reflection and continual education about diversity and pluralism. These opportunities may expand personal world views and enable staff and students to consider the historical and sociological contexts in which we live, work, and learn (both at Dartmouth and in 21st century America).

While these efforts may be challenging, and at times cause tension, we commit to maintaining an open discussion that will enable us to understand the views and experiences of our colleagues and students.

Dickinson

Statement on Diversity

Dickinson is deeply committed to diversity. Fifteen percent of our most recent incoming class are students of color. In Fall 2005, 107 international students from thirty countries

were enrolled at Dickinson. Ten percent of our faculty members and six percent of our administrative and service staff are persons of color.

Diversity in Student Life There are sixteen student groups dedicated to diversity and social justice. These include the ABOLISH, African American Society, Asian Social Interest Association (ASIA), Club Afrique, Hillel, Indian Students Association, Latin American Club, Middle Eastern Club, Multicultural Club, Muslim Students Association, SPECTRUM, Students for Social Action, Sustained Dialogue, SISTERHOOD, TIKKUN, UMOJA, and the Zatae Longsdorff Center for Women. In addition, the Office of Diversity Initiatives (ODI) is charged with advancing Dickinson's commitment to broadening the understanding of and building a pluralistic society that promotes equality and integrity on the campus, in the community and the world at large. The ODI also publishes *Diversity in Demand*, an educational magazine dedicated toward change. Recently, Dickinson established the Milton B. Asbell Center for Jewish Life, which provides a central space for Jewish students to meet, socialize, celebrate the Sabbath and other Jewish holidays, take classes with visiting rabbis, and host interfaith dialogues with other religious groups on campus.

Diversity in the Curriculum The College's curriculum reflects a strong focus on issues of diversity defined in terms both of domestic and of global diversity. All students at Dickinson are required to take at least one course in US Cultural Diversity in order to graduate. They must also complete one course in "Comparative Civilizations" (the study of a culture other than that of the West) and become proficient in a foreign language. Dickinson's Center for Community Studies also promotes diversity through fieldwork research projects that take Dickinson students into diverse cultures and environments within and outside the United States. Among the Center's program are the American Mosaic, in which students devote an entire semester to community-oriented fieldwork, and the Global Mosaic, which extends fieldwork abroad. Overall, more than half of the Class of 2005 studied in a foreign country during their four years at Dickinson. Dickinson's Global Education program offers students opportunities to study in Africa, Central America, and Asia as well as the traditional programs in Europe. In addition, Dickinson's grant from the Freeman Foundation established a new professorship in Asian law and culture that takes a leadership role in advancing Asian Studies and infusing Asian and comparative materials into course work in other departments.

Dickinson also conducts special projects to enhance diversity education, particularly by exploring connections and contrasts between unity and diversity at home and abroad. For example, a \$150,000 William and Flora Hewlett Foundation grant funded a continuation of the American Mosaic and the creation of 12 first-year seminars on

aspects of identity. The Hewlett grant also funded a sophomore-level course on cross-cultural communication and a comparative senior seminar. Dickinson also has joined with Xavier University and Dillard University in a Crossing Borders program on African-American Diaspora. The program, supported by the Fund for the Improvement of Post-Secondary Education, takes a group of students to Dickinson's study site in Cameroon for a summer session, followed by a semester on each of the home campuses.

Diversity in Academic Resources Dickinson has devoted significant academic resources to diversity. The Waidner-Spahr library boasts one of the largest private collections of Asian Studies in the country, the Norman and Margaret Jacobs Collection. The collection includes over 20,000 volumes covering China, Japan, Korea, Vietnam, Thailand, India, and other Asian countries. The library also has an East Asian Reading Room with its own dedicated computer terminal, special reading materials, and Asian artifacts. The Trout Gallery possesses a substantial collection of African Art totaling slightly more than 600 pieces. The pieces represent a wide swath of Africa including Ethiopia, the Sepik River region, the Upper Volta, Burkina Fasso, Mali, Sudan, the Ivory Coast, Angola, Tanzania, Ghana, Benin, and other countries within Africa. The collections include various cultural materials such as sculptures, textiles, baskets, pottery, masks, and archeological materials.

Duke

The Mission of Duke University James B. Duke's founding Indenture of Duke University directed the members of the University to "provide real leadership in the educational world" by choosing individuals of "outstanding character, ability and vision" to serve as its officers, trustees and faculty; by carefully selecting students of "character, determination and application;" and by pursuing those areas of teaching and scholarship that would "most help to develop our resources, increase our wisdom, and promote human happiness."

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease, and promote health, through sophisticated medical research and thoughtful patient care; to

provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Franklin & Marshall

Mission Statement:

The Office of Multicultural Affairs works to ensure the advancement of the College's mission statement as it relates to diversity. We strive to cultivate multicultural students' leadership development, heighten cultural awareness, and provide diversity education to our constituents. We aim to initiate, support, and advocate for approaches that can transform the F&M environment into one that fosters in its members a desire to embrace diversity and learning across cultural boundaries with respect, acceptance, civility and humility.

Goals:

- *Provide support services that foster multicultural students' leadership, academic and social development
- * Help all students maintain pride in their own cultures while appreciating, tolerating, and accepting the backgrounds of others
- * Coordinate diversity education programs that facilitate community building
- * Be utilized as a resource to any entity on campus with regard to American multicultural issues
- * Support initiatives designed to incorporate under-represented groups and their histories into the social and academic fiber of the College
- * Provide on and off campus networking opportunities to all constituents

Vision:

A campus community that promotes, understands and welcomes all cultural backgrounds. We invite all to help us transform Franklin & Marshall into a place that celebrates and embraces differences and similarities!

Again, thanks for visiting our site and we hope that you visit our office, support our programs and share with us your insights!

Georgetown University

Established in 1789 in the spirit of the new republic, the University was founded on the principle that serious and sustained discourse among people of different faiths, cultures, and beliefs promotes intellectual, ethical, and spiritual understanding. We embody this principle in the diversity of our students, faculty, and staff, our commitment to justice and the common good, our intellectual openness, and our international character.

An academic community dedicated to creating and communicating knowledge, Georgetown provides excellent undergraduate, graduate, and professional education in the Jesuit tradition for the glory of God and the well-being of humankind.

Georgetown educates women and men to be reflective lifelong learners, to be responsible and active participants in civic life, and to live generously in service to others.

Gettysburg College

Mission Statement Gettysburg College, a national, residential, undergraduate college committed to a liberal education, prepares students to be active leaders and participants in a changing world. This statement is grounded in the core values of the institution: § The worth and dignity of all people and the limitless value of their intellectual potential; § The power of a liberal arts education to help students develop critical thinking skills, broad vision, effective communications, a sense of the inter-relatedness of all knowledge, sensitivity to the human condition, and a global perspective, all necessary to enable students to realize their full potential for responsible citizenship; § The enrichment of the traditional liberal arts and sciences curriculum with the most promising intellectual developments of the age; § The free and open marketplace of ideas and the exploration of the ethical and spiritual dimensions of those ideas, both indispensable to helping students learn to determine which have lasting value; § The value of a lifelong commitment to service, and the role of the College in both providing an example of public service for students and fostering a commitment to service among our young people; and § A belief that a residential college is the most effective means of promoting the personal interaction between student and professor, and student and student which develops the community that is the heart of a liberal arts education. Jointly prepared by the Middle States Self-study Steering Committee and the Faculty

Council, Fall Semester 2002. This statement was adopted by the Gettysburg College Board of Trustees on January 25, 2003.

Hamilton College

OMCSA's Guiding Principle: To celebrate diversity; To promote respect and civility; To challenge students to grow in their understanding of themselves and others; To encourage the free expression of widely varying views.

Hobart William Smith

Hobart and William Smith Colleges is strongly committed to fostering a community in which the wide spectrum of individual differences is valued, celebrated, and integrated throughout its staff, students, faculty, and throughout the curriculum.

In working to create an intellectual environment that benefits students, faculty and staff, the Colleges are committed to an educational model that addresses the needs of a pluralistic and democratic society. To implement this model, it is critical to remember the importance of establishing a campus community that reflects the diverse society in which we live. We are committed to recruiting and retaining a diverse population of students, faculty, and staff. That our curriculum reflects that diversity is for us a priority. Our Center for Global Education provides enriching off-campus opportunities nationally and internationally for every HWS student. We endorse programs and centers on campus that host speakers and visiting scholars of different races, ethnicities, religions, sexual orientations, abilities and political ideas.

We are committed to making our campus a community which promotes a culture of inclusion in which all feel valued, respected, and supported to perform to their full potential.

Holy Cross College

With a mission to become "men and women for others," members of the Holy Cross community embrace diversity on campus. The College welcomes students of diverse racial backgrounds and this openness is reflected in our increasingly diverse academic programs and student organizations. In keeping with Holy Cross' mission and tradition of developing caring and just communities, the Office of Multicultural Education advocates an awareness of and sensitivity toward differences of race, culture, ethnicity,

national origin, gender, age, sexual orientation, religion and disabilities among its students, faculty, administrators and staff.

The Office educates, promotes and serves to empower the campus community on issues of diversity, multiculturalism and the value of human differences. Further, the Office provides opportunities to acquire further knowledge and the applicable skills needed to effectively address and transcend the behaviors, thoughts, and feelings that interfere with honest dialogue and cross-cultural understandings. It is our belief that thorough the exchange of diverse ideas we open ourselves to achieving greater understanding and greater engagement of thought.

Through classes, workshops, training sessions, peer education and consultations, opportunity are provided for growth and development of each member of the community. Participation by all campus members insures our campus to be one which is responsive to and reflective of the diversity found within its community. Given that we live in an interdependent world that is rapidly changing, it is imperative we prepare and develop students to become socially responsible and informed citizens ready to live in our ever-changing global community.

Kenyon College

At Kenyon people from nearly 50 nations and all 50 states--from different ethnicities and backgrounds and with a broad range of interests and talents--converge, communicate, and learn from each other.

To nurture and support this diverse community, Kenyon's Department of Multicultural Affairs works to enhance the academic achievement and personal development of underrepresented students. (These students include, but are not limited to, those of varying racial, ethnic, and cultural backgrounds, sexual orientations, and religious affiliations.)

The College itself also offers events, courses, student organizations, activities, and services that reflect the community's commitment to multiculturalism and diversity--and its genuine interest in learning about every facet of the human experience.

In other words, Kenyon College has a place for you.

MIT

These are times of rapid change in our society. We at MIT respond to change by scholarly lives. We must become equally adept at incorporating cultural and demographic change into our life as an academic community if we are to maintain our high quality and our relevance to the world. To do this, we must recognize and draw on the full range of talents brought to us by men and women from many different racial, cultural, economic and ethnic backgrounds. Our greatest challenge in this regard is to reduce the under representation and underutilization of minorities at MIT. This requires, first, that we work to create at MIT an atmosphere of civility, collegiality, and mutual respect - one that stimulates and supports all of our faculty, students and staff.

Second, we must take renewed, affirmative action to ensure equality of opportunity in education and employment at the Institute. Specifically, thoughtful and effective recruitment and career development of minorities for positions at all levels is necessary to ensure their greater and more effective participation in MIT's workforce. MIT has always been a place where people with exceptional talents and intellect have gathered to work, to explore, to learn, and to teach. Success in these efforts will enable us not only to reflect the changing face of America, but to draw on the full range of talents needed to meet the challenges of a changing world.

Middlebury College

The following mission statement for Middlebury College was adopted by the Board of trustees in spring 2006:

At Middlebury College we challenge students to participate fully in a vibrant and diverse academic community. The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus. Yet the College also reaches far beyond the Green Mountains, offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures. We strive to engage students' capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community. Through the pursuit of knowledge unconstrained by national or disciplinary boundaries, students who come to Middlebury learn to engage the world.

Princeton

Statement on Diversity and Community: Princeton University is a community devoted to learning. We actively seek students, faculty, and staff members of exceptional ability and promise who share in our commitment to excellence in teaching and scholarship, and who will bring a diversity of viewpoints and cultures. By incorporating a broad range of human experiences and a rich variety of human perspectives, we enlarge our capacity for learning, enrich the quality and texture of campus life, and better prepare for life and leadership in a pluralistic society.

As a community, we respect the dignity, individuality, and freedom of each member. At the same time, we strive to be a place where individuals and groups learn with and from each other. We aim to foster a sense of shared experience and common purpose, along with a collective responsibility for each other's well-being and for the well-being of the University as a whole.

Although we acknowledge the difficulties inherent in creating a community of individuals who are different from each other, we remain unwavering in our commitment to both diversity and community in a context of academic excellence. We seek to enable all members of this community to pursue their educational, scholarly, and career interests in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us all, and permits us to take full educational advantage of the variety of talents, backgrounds, and perspectives of those who live and work here.

Rice

Diversity at Rice

"We recognize our education responsibility to prepare students to live, work, serve, and lead in our increasingly diverse society. Our commitment to cultural inclusiveness is a way of thinking, seeing, and behaving that demonstrates a learned understanding and respect for all ethnic and cultural traditions."

Skidmore

This document communicates Skidmore College's philosophy and perspective on equal opportunity and diversity. It presents the College's policies, objectives, and plans for maintaining its status as an equal opportunity employer and educator and for

supporting its goal of extending the diversity of its community.

Equal opportunity laws provide access to opportunities for education, employment, and housing and prohibit discrimination based on factors such as race, color, religion, gender, age, national origin or ancestry, physical or mental disability, veteran status, marital status, sexual orientation as well as any other category protected by applicable federal, state, or local laws. All such discrimination is unlawful and all persons involved in the operations of Skidmore College are prohibited from engaging in this type of conduct.

Diversity within Skidmore's community is essential to effectively educate students to take their places in a global society. Unlike equal opportunity, there are no legislative underpinnings for diversity. Rather, this commitment to becoming a community where differences are valued is Skidmore's choice to enriching the vitality of our campus experience.

Appreciation of diversity is fundamental to a liberal arts education, which attempts to foster the growth of the whole person in an environment of respect and tolerance for others who have different experiences and backgrounds. A diverse community provides us with the opportunity to learn from the experiences of others and to submit our own values and assumptions to critical examination. We learn to understand ourselves in a richer environment that encourages deepened appreciation of other individuals, other cultures, and other perspectives.

The programs outlined in this document are subject to regular review, evaluation, and modification. The policy and philosophy, however, stand as a firm commitment and a reminder that we learn best when we learn together.

The principal mission of Skidmore College is the education of predominantly full-time undergraduates—a diverse population of talented students who are eager to engage actively in the learning process. (Skidmore College Mission Statement, November 1993)

Fulfillment of this mission relies on mutual respect, recruitment, and retention of qualified students, faculty, and staff of diverse backgrounds and cultural heritages. The achievement of this mission requires a community where individuals respect all differences and recognize that they can learn from each other.

St. Lawrence University

There is a strong desire throughout the St. Lawrence community to increase

multiculturalism on campus by enrolling more students of color, which has been small, about 6% of the undergraduates (110-130 students) each year for the past several years, but increased to 8% in the fall of 2003 with the arrival of a first-year class that has 11.3% students of color. This objective is in line with our interest in diversifying our faculty and staff, and stems from our belief that student learning outcomes are enhanced in a diverse environment. It also stems from our history: while non-sectarian today, St. Lawrence was founded in 1856 by the Universalists (today's Unitarian-Universalists), who believed firmly in equality and the inherent dignity of all people. That philosophical heritage continues to energize St. Lawrence in the 21 st century.

Stanford University

Statement by John L. Hennessy, President

To the Stanford Faculty Senate

January 23, 2003

Stanford has long recognized the importance of a diverse student body to achieve its educational goals and meet its responsibility to help produce leaders equipped to face increasingly complex social and political realities in this country and the world.

In light of arguments that will be heard by the U.S. Supreme Court this spring challenging University of Michigan admissions policies that take race and ethnicity into consideration in achieving a diverse student body, I thought it appropriate to reaffirm our commitment to diversity.

Selecting students for admission to a university such as Stanford is an incredibly difficult and intricate process. A wide range of considerations is taken into account, but academic performance and intellectual potential will always top that list. Nonetheless, we believe other factors play an important role in creating the best learning environment for all our students. The consideration of race and ethnicity as one factor among many in that admission process is consistent with our history as an institution and our belief that the next generation of leaders must reflect the strengths and talents of all our nation's citizens.

We remain committed to affirmative action, to the importance of diversity broadly defined, and to the principles set forth in the Supreme Court's 1978 decision in the Bakke case as practical and appropriate means to achieve such diversity. For that reason, we intend to work with colleagues at our peer institutions and participate in an amicus brief before the Supreme Court.

SUNY-Geneseo

Geneseo holds among its core values the ideals of community and diversity. Our community is defined as a group of faculty, students and staff who live and work together at Geneseo because they share common goals that are based on the ideals of higher education rooted in the liberal arts.

Although they share common goals, the members of the Geneseo community also differ in many ways. Diversity at Geneseo is defined in part as differences in individuals that are manifested in their race, ethnicity, national origin, language heritage, world-view, religion, gender, sexual orientation, class, physical ability, learning style, geographic background, mental health, age, and relationship status. Geneseo recognizes that the individuals who make up our community bring to it unique perspectives and knowledge that contribute to its richness and vibrancy. Because Geneseo also holds educational excellence among its core values, it recognizes that its progress as a community toward such excellence is predicated on its ability to embrace both the diversity of its members and the vigorous exchange of their ideas.

Geneseo calls all members of our community to share responsibility for the ongoing work of continually recreating a sense of inclusion, belonging, and empowerment, so that together we will achieve our individual and collective aims, and experience the intellectual liberation that is at the heart of the educational enterprise.

Trinity University

Diversity for Excellence at Trinity – a Statement of Intent (Adopted by the Board of Trustees, May, 1985). Trinity University stands committed to the attainment of excellence in liberal arts education. It affirms that, in our pluralistic society and world, excellent education must be carried out in a pluralistic setting. To the extent that education is carried out in a mono-cultural context, the quality of educational transactions suffers, and any claim to excellence is seriously weakened. Socializing young people to be liberally educated citizens of a democracy must take place in a context where the diversity of the experience, points of view, interests, and contributions of their fellow citizens is fairly and unavoidably encountered. As it moves toward recognition as a nationally distinguished educational institution, Trinity University recognizes that such status demands the achievement and maintenance of ethnic diversity within all of its constituent groups, thereby reducing the prospect that the University may be unfairly stereotyped. Trinity University is also a member of a community that is massively Hispanic in character and identity. This not

only opens unique educational opportunities for all who teach and study at Trinity, but also places a special obligation on the University to be responsive to and to enrich the life of its larger community. Because of its national aspirations and location in San Antonio, Trinity University has a special responsibility to assure that minorities-Blacks and Hispanics in particular-become an integral and significant part of its constituencies.

Trinity University, therefore, affirms that promotion of diversity and avoidance of racial, sex, class and ethnic exclusivity are moral imperatives. It affirms that the University's highest goal must be to educate men and women for moral sensitivity and responsible action in society. To achieve diversity for excellence, Trinity University will endeavor:

1. Actively to seek the enrollment and retention of significant numbers of qualified students of Hispanic, Black, Native American and Asian American origin.
2. Actively to promote the financial, academic and social conditions which will make it possible for qualified students of all ethnic and social class backgrounds to be significant components of, and positive contributors to, the Trinity University community.
3. Actively to seek a larger component of minorities and women in the Trinity University Faculty and Administration.
4. Actively to promote Trinity's openness to social and ethnic diversity, using academic programs, lectureships, artistic endeavors and other means to create within the University community an awareness of the life, concerns and contributions of all national minorities.
5. Actively to promote, by similar means, Trinity's appreciation of the special multicultural composition of San Antonio, and of the Hispanic culture of the region.

Tufts University

The Value of Diversity -- One of the cornerstones of the educational mission of Tufts University is to create a community of people from a wide variety of backgrounds, and with a wide range of experiences. We are committed to ensuring that all members of our community students, faculty and staff are able to be productive members of both an increasingly-heterogeneous United States and an increasingly-interconnected world. Thus it is essential that we build a diverse community at Tufts so that we all have the

opportunity to learn from each other. It is only through such diversity that we can gain the kind of education that we will all need for the 21st Century.

Diversity is a term that encompasses differences among people with respect to race, culture, ethnicity, national origin, gender, sexual orientation, social class, religious belief, and disability status. The university faces significant challenges with respect to diversity, particularly in the area of race. While the Arts & Sciences Office of Diversity Education and Development emerged from a specific recommendation of the Task Force on Race, we are dedicated to addressing not only issues of race, but also the needs and challenges of our entire community. The creation of a healthy diverse community at Tufts is an ongoing process, and achievements do not always come either easily or quickly. Nonetheless, we are committed to making progress and to holding ourselves accountable for making that progress.

The University of Chicago

The University over the past years has made some clear strides toward our goal of a more diverse community. After a year's work by the Provost's Initiative on Minority Issues (PIMI), this is the right moment to restate and explain our goals, and to reaffirm as a priority of this administration the goal of far more progress along the lines stated in PIMI's report (<http://www.uchicago.edu/docs/education/pimi.pdf>). The character of our University will be powerfully shaped by our successes or failures.

A commitment to diversity has profoundly shaped the course of research and education at the University throughout its history. From its beginning, the University was open to women as well as men. The first black woman to earn a doctorate in the United States, Georgiana Simpson, earned that distinction in 1921 at the University of Chicago. One of the first black tenured faculty members at a major non-historically black university was the University of Chicago's Professor Allison Davis. The University's refusal to set quotas made it accessible to Jews in the mid-twentieth century when other elite institutions practiced discrimination. Our intellectual preeminence across a variety of disciplines has derived from the commitment and the ability of our scholars to engage, understand, and, when appropriate, ameliorate the myriad differences that constitute the human condition. We celebrate our proud tradition of inclusion even as we acknowledge the need for marked improvement.

Faculty. The most difficult challenge facing a premier research institution such as ours is to attract and retain those faculty at the forefront of research, a growing number of whom are faculty of color. We are happy to report that over the past two decades, the proportion of faculty of color at the University of Chicago has increased by fifty percent,

and yet it is still unacceptably low. Recruitment of underrepresented minority faculty will succeed in the competitive environment only if the President, Provost, Deans and Department Chairs together with their faculty display a serious commitment to improvement. The University will continue to provide the resources necessary to appoint faculty of color, but a focused effort is needed to identify, attract, and retain them. Some Departments have developed effective practices, and those will be shared with all units. Moreover, the University has the responsibility as a leading educator of graduate students to enlarge the faculty pipeline through the recruitment and training of minority doctoral students. In addition to making resources available to support these students, we will devote more concentrated attention to their recruitment and retention through the Office of Minority Student Affairs.

To increase the diversity of our faculty along the dimensions of race, gender, ethnicity and national origin is more than just a moral good, though it is certainly that. It has a clear impact on research across a broad spectrum of disciplines from art history, music, literature and religion, through the social sciences to the biological sciences. Of course, it is not essential for a researcher to be a member in order to study the culture of a particular group or its social experiences. But it is an undeniable empirical fact that what a researcher takes to be a significant problem for investigation is deeply influenced by her or his experiences. A more diverse faculty and graduate student body will certainly expand the range of research undertaken at this University, and we all will be correspondingly intellectually enriched.

The cross-disciplinary tradition of research at the University presents a special opportunity with regard to diversity issues. The Center for the Study of Race, Politics, and Culture has developed a mission to move beyond the conventional black/white dichotomy to understand how our diverse society has come to be divided into particular categories and how those categories are related and structured; the Center aims further to understand how race affects other social spheres such as gender relations. Recognition of the impact of race on our lives grounds a major new research center in the Biological and Social Sciences Divisions and the School of Social Service Administration: the Center for Interdisciplinary Health Disparities Research has as its first project research on group differences in the experience of breast cancer between black women in the United States and West Africa and white women. The research will move from the social to the molecular in order to understand why black women suffer from more aggressive and lethal forms of breast cancer than women from other racial groups. It is no accident that the principal investigators are black and white women—a researcher's own experience often guides his or her identification of important research questions.

Students. The composition of our student body, undergraduate and graduate, deeply influences the educational experience that they receive at Chicago, as was argued in the amicus brief cosigned by the University and other leading institutions in the cases brought against the University of Michigan. "Students are both recipients and providers of the learning that takes place at universities, and [universities] have a vital interest in what students bring to the task of educating each other....Diversity helps students confront perspectives other than their own and thus to think more vigorously and imaginatively; it helps students learn to relate better to persons from different backgrounds; it helps students become better citizens. The educational benefits of student diversity include the discovery that there is a broad range of viewpoint and experience within any given minority community—as well as learning that certain imagined differences at times turn out to be only skin deep." On the basis of both research and personal experience, we believe that classes of students from diverse backgrounds, taught by faculty of varied backgrounds, will be a richer and better educational experience. The quality of exchange depends not only on the intelligence and talent of individual students, but also the experiences and values they bring to the table. Homogeneity perpetuates unchallenged assumptions—the very antithesis of what the University stands for. In addition, effective education entails the ability to communicate with those of different backgrounds. To take one simple and obvious example, in order to take accurate case histories from patients, our medical students need to be trained to communicate with people who speak different dialects and start from different cultural assumptions.

The University of Chicago has a responsibility as a member of a tiny group of the most elite institutions of higher education to extend our opportunities beyond the wealthy majority. Today, the underrepresented include not only Blacks and Latinos, but also all Americans with incomes below the median. In this respect, Chicago does better than most of its peers in recruiting from less well-off families, but more resources need to be made available to provide more aid for more of these students. Although the numbers for minority admissions have improved to the point that last year's matriculating College class has sixteen percent African-Americans and Hispanics, and fourteen percent Asian-Americans, our ambition is to have a more representative body of students at all levels. To that end, our Collegiate Scholars Program is designed in part to enlarge the pool of applicants by enrolling 60 Chicago Public School students each year in summer classes on campus through their high school years.

University of Pennsylvania

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not

discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards; athletic, or other University administered programs or employment.

Vassar College

The primary mission of Vassar College, to furnish “the means of a thorough, well-proportioned and liberal education,” was articulated in The First Annual Catalogue and has remained constant throughout its history. Founded in 1861 to provide 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 on campus, 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....

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.

The goals of the college are:

- 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.
- 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.

- 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.
- To maintain and support a distinguished and diverse faculty in the commitment of teaching, to scholarship and artistic endeavor, and to other forms of professional development.
- 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.
- 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.
- To inform, involve, and engage the alumnae/i of the college in order to promote lifelong learning and to enlist their energies in 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. (