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REPORT OF THE REVIEW COMMITTEE
ON DIVERSITY AND MINORITY CONCERNS

MARCH, 1982

INTRODUCTION

The Presidential Review Committee on Diversity and Minority Concerns convened for an all-day session on Saturday, February 20, 1982, to assess the progress the college had made toward diversification. Two important changes were instituted with the formation of this year's committee. In the previous two years an ad hoc committee of board members, faculty, administrators, and students was formed for the specific purpose of this review. Those committees met a number of times during the spring semester in order to review documents, interview various officials, and formulate proposals for action. This year's process was considerably streamlined. Since the Committee on Diversity had been formed in the spring of 1981 and had been functioning throughout the 1981-82 academic year, it seemed sensible to make that committee the core of the Review Committee. In addition to the faculty, students, and administrators who constitute COD, three members of the Board of Managers were appointed to the Review Committee. Two of the board members were able to join the campus committee for its day-long session during which the committee was able to conduct all of its business.

Prior to the February 20 meeting the Minority Coalition, the Asian Students Association, and various administrators charged with responsibility in matters of diversity were asked to submit memoranda summarizing developments during the past year in the areas of minority concerns. These memoranda were distributed to committee members prior to the meeting. These persons were then invited to meet with the committee to discuss these issues further. A complete schedule of the committee's sessions is appended to this report.

The report is divided according to specific areas of concern the committee identified as important for our consideration. Each area is subdivided into three sections: summary, evaluation, and recommendations. The committee has, wherever possible, attempted to be concrete in its evaluation and recommendations. Our primary concern has been to identify ways in which the college can institutionalize and regularize its commitment to diversity.

COMMITTEE ON DIVERSITY

Summary

The Committee on Diversity (COD) is the successor committee to the College Committee on Faculty Appointments (CCFA). While the latter committee, as its name indicates, was primarily concerned with faculty hiring, COD is concerned with much broader aspects of diversity at Haverford. The committee was created in April, 1981, and given the following charge:

The CCFA recommends to the Faculty that a new committee be formed which we propose to call the Committee on Diversity. The function of this committee shall be to provide support for Ad Hoc Committees in order to help the Faculty achieve its objective of diversity. In addition, the Committee shall be charged with making a yearly report to the Provost and the Educational Policy Committee on (1) the hiring process, (2) the diversity of the educational program, (3) the quality of life for minority and women faculty. It should also make specific recommendations for changes which it feels would improve the hiring process, the curriculum or the quality of life for minority and women faculty.

The committee shall consist of three faculty members appointed by Academic Council, one from each division of the College, the Provost, two students selected by Students Council, two students selected by the Minority Coalition, the Equal Opportunity Officer, the Director of Minority Affairs and the Affirmative Action Officer.

We recommend that wherever possible Academic Council select one faculty member and one student member of the Committee on Diversity as members of every Ad Hoc hiring committee.

The committee chose this year to focus its attention primarily on issues of "quality of life" for minorities at Haverford. While the charge specifically gave the committee responsibility for women's concerns as well, the committee decided that the first priority in this initial year should be with issues of diversity which affect ethnic minorities.

The committee has given special attention to questions of curricular diversity, instituting a systematic review of all departments with respect to courses and course materials particularly relevant to American minorities. This process has proceeded in three stages. First, the Provost reviewed the course offerings of all depart-

ments in the humanities and social science divisions. A summary of this review was then shared with COD for discussion and evaluation. Finally, in some cases representatives of departments were asked to meet with the committee for further discussion. The purpose of the process has been not only to review the current status of courses on diversity but to encourage further diversification within current curricular and faculty resources. At the conclusion of the year COD will forward a report to the Educational Policy Committee summarizing the results of this review.

In addition to this internal review COD has begun the process of preparing for an external review of the Haverford-Bryn Mawr communities to be conducted in the fall, 1982. This review will help the College in long-range planning and allocation of resources for future curricular diversification.

In response to concerns expressed by the Minority Coalition about discriminatory identification procedures ("carding"), the committee interviewed Denzil Turton, director of security and Chris Klose, chairman of honor council. Those discussions produced a revised security procedure designating certain areas of campus where all persons will be asked for identification between the hours of 12 a.m. and 6 a.m. COD finds the initial statement of the procedure ambiguous and is seeking further clarification.

Issues surrounding minority admissions have also come under COD examination. Discussions with Bill Ambler and Vernon Francis helped to clarify some of the sources of our admissions difficulties. In addition committee member Vernon Dixon has worked closely with the Admissions Office and College Relations in producing a new brochure to be used in minority recruiting.

The faculty has charged COD with oversight for diversity in faculty hiring. Consequently, the three faculty members of COD have been assigned to ad hoc hiring committees. Because of the large number of such committees this year (7), Academic Council appointed former members of CCFA or other faculty members involved in minority affairs to serve on the other four committees not staffed with COD members.

The committee has had a discussion with the Asian Student Association about issues affecting the Asian Community at Haverford. ASA has communicated their concerns in a memo to the Presidential Review Committee to which the committee responds below.

Finally, the committee provided the core of the membership of the Presidential Review Committee. Three board members were appointed to serve on the review committee (only two members, however, were able to attend the meeting) which met for a day-long session on Saturday, February 20, 1982.

Evaluation

The Committee on Diversity has begun to make an important contribution toward the diversification of the Haverford community. As a standing committee of the faculty, it provides a permanent forum for discussion and action on matters of diversity. No longer is consideration of such issues merely an ad hoc response to student pressures. An institutional structure now exists which provides a forum for on-going deliberation on diversity. With the creation of COD Haverford has made an important step toward institutionalizing its commitment to diversity.

Recommendations

- 1) COD should continue its involvement in curricular development in the area of minority concerns. While continuing to stress the importance of courses and course materials directly relevant to American minorities, it should also begin to consider broader issues of diversity, e.g. the integration of non-Western materials into the curriculum.
- 2) COD should continue to serve as the core membership of the Presidential Review Committee. The review committee was able to work much more efficiently because of the experience and preparation of its campus membership. The day-long meeting format enhances efficiency and also allows full participation by the board members.
- 3) Academic Council should appoint members to COD with a view to providing continuity from one year to the next. Such continuity is essential to the successful functioning of the committee.

OFFICE OF MINORITY AFFAIRS

Summary

Among the many activities of this office four deserve special mention. First, Freddye Hill has engaged in conversation with minority faculty in order to seek ways of ensuring the academic growth, development, and achievement of minority students. This dialogue produced a proposal concerning minority advising which would provide academic and non-academic advising to those minority students who elected to participate. Minority faculty have enthusiastically endorsed the proposal and have indicated a willingness to serve in the program. Such an advising system would provide a support system from the beginning of minority students' experience at Haverford.

Second, the Office has worked closely throughout the year with Admissions personnel in order to improve minority recruiting. An organized system of contact and support for minority applicants has been created which culminates in Minority Weekend the first weekend in March.

Third, as an extension of its involvement in recruiting and building of community, the Office of Minority Affairs has organized minority alumni and encouraged them to participate in the alumni recruiting program. The Office sponsored a minority alumni weekend which attracted over 20 Haverford graduates.

Fourth, the Office has sponsored numerous speakers, films, and workshops which have contributed greatly to the diversity of co-curricular and extra-curricular activities.

Evaluation

The importance of the Office of Minority Affairs can hardly be overestimated. If we have made progress toward improving the quality of life for minority students at Haverford, much of the credit should go to this office and its director. The College should continue to provide as much assistance as it can so that the Office can continue to support and expand its programs. The committee is especially enthusiastic about the advising and recruitment efforts which will help to build a greater sense of community among Black, Hispanic, and Asian students.

Despite the important progress made in the last year there are still problems the College must face, many of them falling under the elusive heading of "quality of life." The greatest strides in advising and counseling of minority students has been made in the area of the natural sciences; considerably less progress has been achieved in the humanities and social sciences. Further, the College has not yet devised institutional mechanisms for dealing with the crisis of identity minority students often face. The general pressure to succeed at Haverford often affects minority students more acutely than other students. This pressure often results in poor academic performance and social withdrawal. The College needs to continue its efforts to build a community of support for minority students.

Another problem which has surfaced as a result of the increase in activities sponsored by minority organizations is the relative lack of participation by non-minority persons in these events. The College faces the task of convincing the community that minority sponsored activities (e.g. lectures, seminars, workshops) are not tangential and extrinsic to a Haverford education but central and intrinsic.

Recommendations

- 1) The Office of Minority Affairs should be commended for the efforts summarized above and provided with continual funding to support and expand its programs.
- 2) Experience with the 1981 Pre-Freshman Program indicates that it had a decisive effect on the academic performance and social adjustment of members of the class of 1985. That program should be expanded in order to increase the participation of faculty in the humanities and social sciences. The minority freshman/sophomore advising program should receive institutional support in order to provide continuity in academic and non-academic advising.
- 3) In order to increase participation in minority sponsored affairs the committee recommends the following:
 - a) Wherever possible, OMA activities should be co-sponsored with academic departments or other non-minority groups in order to stress the importance of such activities for the intellectual and social life of the entire college.
 - b) OMA should increase communication and cooperation with the Calendar Office and the Distinguished Visitors Committee in order to avoid conflicting activities. The committee recommends that one evening each semester be reserved for activities planned by OMA so that no other activity can conflict. This would give an institutional commitment to these activities equal to that of a faculty research talk.
 - c) OMA should make a concerted effort to inform faculty of events sponsored by OMA, minority student organizations and CCID, and to encourage faculty to announce such events to their classes, especially where the events are relevant to the discipline represented by the faculty member.

ADMISSIONS OFFICE

Summary

The 1981 entering class included 3 Black students, 10 Hispanics, and 13 Asians and Asian-Americans. The lack of success in attracting Black applicants and matriculants has led to significant changes in Admissions Office procedure. Most important among the changes was Bill Ambler's decision to assume direct responsibility for organizing the minority recruiting effort. The full extent of Bill's reorganizing effort is indicated in his memo appended to this report. In addition to the changes mentioned there, the Admissions Office has worked closely this year with the Office of Minority Affairs in planning and hosting the Minority Weekend. Twenty-nine prospective students attended the programs here during the weekend of March 4-5. Minority faculty members have joined admissions personnel and minority students in attending high school "college day fairs" and other community sponsored activities.

The changes have already born fruit in this year's recruiting effort. The College has already admitted 5 Blacks, 3 Hispanics, and 4 Asian-Americans under Early Decision. All are committed to enrolling and will be here in September. These 12 minority students represent 19% of the 64 students admitted under Early Decision. Last year, there were 3 Black students and 1 Asian-American student among 52 Early Decision admissions. As of mid-February the Admissions Office had identified a total of 108 Black and Hispanic candidates, an increase of 29% over last year. The final total may exceed the previous high of 113 in 1974.

Evaluation

The new procedures established by the Admissions Office have already shown signs of producing a more effective minority recruiting effort. The Admissions Office should be encouraged to continue and expand, wherever possible, its excellent efforts of the past year. It is clear that the "quality of life" issues we continually struggle with are often the result of insufficient numbers of minority students within the Haverford Community. The Admissions Office is obviously crucial in our efforts to increase those numbers.

A problem of perception, however, continues to plague our efforts in minority recruiting. Haverford projects a poor image about its commitment to diversity. In part this image is a result of the institution's failure to live up to the promises implied in its rhetoric regarding diversity. Minority students have in

the past been justifiably disappointed in the lack of concrete realization of our stated intentions and have communicated that disappointment to incoming students. Our failures have been widely covered in campus publications, including those sponsored by the College Relations Office. Without distorting the reality of the situation Haverford needs to emphasize the accomplishments of our minority students. Bill Ambler points out that "Haverford minority students perform at a higher level and contribute to the community out of proportion to their numbers." That record of accomplishment needs to be brought to the attention of the general public, the alumni, and the campus community.

Recommendations

- 1) The cooperation between the Admissions Office and the Office of Minority Affairs should be continued and enhanced wherever possible.
- 2) Both offices should increase their cooperation with the College Relations Office. A first priority should be to complete a new minority brochure to be used in recruiting. In addition College Relations might cooperate with the other offices in order to publicize the significant accomplishments of our minority students and alumni.

CURRICULAR DIVERSITY

Summary

The review of the curriculum instituted by COD and the Provost is the first systematic assessment of curricular diversity at Haverford. Thirty-one courses have been identified which are devoted solely or primarily to topics relevant to diversity. Eleven other courses within the curriculum have a "significant" diversity component and four large enrollment courses treat some issues of diversity.

Evaluation

The College has made considerable progress in offering courses relevant to minority concerns in large part because of the significant increase in the number of minority faculty. Clearly the best way to diversify the curriculum is by adding faculty members whose research and teaching interests deal with American minority and/or non-Western topics. But the College must continue to find ways of further diversification in courses taught by current faculty.

Progress in broadening or diversifying large enrollment introductory courses has been less than satisfactory. COD has begun discussions with departments in order to urge further diversification of the introductory curriculum.

Now that more courses dealing with diversity have been added to the curriculum, the College needs to find ways to increase enrollments in these courses. Students ought to see these courses not as exotic supplements to the curriculum intended for special interest groups but as part of the basic curricular offerings of the College.

Recommendations

- 1) COD should continue to work with departments in order to urge inclusion of American minority and non-Western materials in introductory courses. This should be one of the major goals of COD in the coming year.
- 2) The Administration should continue to provide funds for staffing of those courses on diverse topics currently taught by visiting faculty.
- 3) The Administration should seek to provide leave or released time for faculty who are interested in developing new expertise in areas relevant to minority and non-Western concerns.
- 4) Advisors should be made aware of course offerings in areas of minority concerns and urged to bring them to the attention of all advisors. COD should send a list of such courses prior to registration each semester to advisors (faculty and upper class) and all students.

FACULTY HIRING

Summary

Currently there are three minority faculty members on tenured appointments, five faculty members on tenure-track appointment, and six faculty members on interim full-time appointments. In addition, there are four faculty members on interim part-time appointments and two minority administrators who are teaching part-time. During the 1970-71 academic year there was one tenured faculty member of Hispanic origin and one tenure-track faculty member of

Asian background. During 1975-76 there were two tenured faculty of minority background and three tenure-track but non-tenured minority faculty members. In addition to that, there were three interim part-time appointments all in the Spanish department.

Of the interim full-time appointments during 1981-82 Paul Jefferson will definitely be continuing at the College next year. It is possible that two or three additional interim full-time appointments from 1981-82 will be continued into the 1982-83 academic year. As of this date, Charles Payne has indicated that he does not wish to have an appointment next year, and there is also some doubt as to whether Marietta Cheng would be interested in an additional one-year appointment. Valentine Mudimbe has accepted a full-time one-year appointment as the Ira Reid Professor for 1982-83.

A review of the status of current searches indicates the following: The Religion ad hoc committee recommended Anne McGuire, a white female; the English committee recommended Stephen Finley, a white male; and the Mathematics committee recommended Yung-Sheng Tai, an Asian male. All the recommended candidates have accepted. The Economics and Chemistry searches will continue into next year. At the time this report was completed the Music and Physics searches were still pending.

Evaluation

The searches for regular tenure-track appointments this year were carried out under a procedure developed jointly by the Affirmative Action Officer and the Provost. We believe that the searches were adequate in terms of notification of the job opening to appropriate institutions and individuals and that the availability of the positions was well advertised. We have not been satisfied, however, with the number of minority group applicants in each of the searches. As a result of the experience this year, the administration is in the process of developing a list of potential minority candidates for searches which might be carried out next year. The names of these candidates would be provided to the chairman of the search committee prior to the initiation of the search. These potential candidates would then be sent an individual letter announcing the opening, providing information about Haverford College and asking the minority candidate to apply for consideration. It is hoped that this change in the procedure will lead to more applicants from minority group members.

The Provost has reported that in the hiring of faculty members for interim positions next year, special consideration will be given to hiring minority group members who can bring diversity to the curriculum and to the faculty.

There are this year a total of 14 minority group faculty members on full-time appointment out of a total of approximately 70 full-time faculty members. There are six part-time appointments out of a total of approximately 25 part-time appointees.

Recommendations

The committee affirms the measures the administration has adopted in order to increase the number of minority applicants for next year's searches. While the College needs to be realistic about the difficulty of attracting minority scholars, it must do everything it can to seek candidates aggressively. We have made significant progress over the last three years, but we must do all we can to make the new affirmative action open search procedures effective in identifying and hiring minority scholars.

ADMINISTRATIVE AND STAFF HIRING

Summary

Seven of the twenty-seven persons currently serving in the administration are minority group members. This compares with 1974-75 when there were only two minority administrators. Many of the additions were present in 1979-80 but there have been a few significant changes over the past year.

The major changes and additions during the last year were the appointment of Edward Rewolinski as Treasurer of the College, the appointment of Anthony Fairbanks to replace Bernie Henderson in the Institutional Advancement Office, the appointment of Vernon Frances to replace Joe Mason in the Admissions Office and the appointment of Ann Koger as a Women's Coach in the Athletics Department. All four of these appointments were made between May and August of 1981.

Currently there are five minority supervisors, sixteen minority persons in clerical/professional positions, and twenty-seven minority persons in physical plant or security positions. While we have hired thirty-four minority persons in support staff positions in the last two years, seventeen minority employees have left due to resignation, illness, or separation during these years.

Evaluation and Recommendations

Considerable progress has been made in hiring minority administrators and the administration is encouraged to continue its aggressive affirmative action hiring. We have been less successful in hiring and keeping minority support staff personnel. The administration should continue to expand and update its contacts in the minority community, especially to increase our ability to identify and hire persons in skilled staff positions.

PRE-FRESHMAN AND PRE-SOPHOMORE PROGRAMS

Summary and Evaluation

The Pre-Freshman Program has been instrumental in preparing minority students for the academic and social demands of the three participating colleges. Last year's program focused on English, social sciences, philosophy, and on integrated science courses involving physics, mathematics, and introduction to the computer. Lectures and discussions also prepared students to deal with pressures and disappointments associated with a demanding academic atmosphere. This program has been a clear success in helping students adjust to life at Haverford.

There is, however, a growing feeling that the program should be extended to the summer between the freshman and sophomore years. Consequently, last year a pre-sophomore program was initiated to prepare students for advanced work in chemistry and biology. Slavica Matačić feels strongly that this program should be continued and strengthened if students are to be properly prepared in organic chemistry and genetics in order to take Biology 200. Moreover, she believes that tutoring is essential for students with insufficient preparation.

Recommendations

- 1) The College should continue to support and strengthen the vital pre-freshman program.
- 2) Funds from the Sloan and IBM grants should be used to provide tutoring for students in the pre-sophomore science program. In addition, the Development Office should seek further sources of funds to strengthen this program.

DEVELOPMENT OFFICE

Summary and Evaluation

The Development Office has been successful in raising funds in support of diversity-related programs. Its greatest success has been in the area of minority science programs (Atlantic-Richfield, Sloan, and IBM grants). The Office is aggressively seeking a renewal of the Sloan and IBM grants and feels that a three-year renewal is likely.

The Office has been less active in raising funds in support of diversity-related programs in the humanities and social sciences.

Recommendation

The Provost should work together with the Development Office and faculty members in the social science and humanities divisions in order to develop proposals for funding in these areas.

ASIAN STUDENTS ASSOCIATION

Summary

Asian students at Haverford have a growing realization of their own ethnic identity and desire to enhance their sense of community. They have requested that a room be set aside as an Asian Center as a meeting room for the Asian Students Association, and such a room would not only serve as a space for Asian student's activities but would also be a place for other students to encounter Asian culture.

Recommendations

The President should form a committee of administrators, faculty, and members of the Asian Students Association to develop a proposal concerning the creation of a space for Asian Students' activities. Upon approval of the proposal, funds should be located to establish an appropriate meeting room for the Asian Students Association. Such a room would give greater visibility to Asian culture, an aspect of diversity significantly under-represented at Haverford.

QUALITY OF LIFE

Summary

The Minority Coalition's report to the committee stressed issues of quality of life for minority students at Haverford. Minority students expressed some feelings of alienation and exclusion from the mainstream of Haverford social and academic life although the coalition members acknowledged that some progress had been made, especially with the increased presence of minority faculty and administrators. Two specific issues surfaced which reflect the frustrations some minority students feel. The students responsible for the Puerto Rican Affairs Weekend were offended by the lack of participation in the various events by non-minority students and faculty. They interpreted the absence of these persons as a tacit rejection of the importance of the issues they hoped to bring to the attention of the entire community. In addition, concerns continue to arise concerning the treatment of minority athletes, particularly in the basketball program.

The Coalition stated a number of other concerns which are treated in other sections of this report, e.g. curricular diversity, minority admissions, support systems for minority students, and quality of relations between minority students and minority faculty and administrators.

Evaluation and Recommendations

Since questions of quality of life are by their very nature difficult to assess, our comments here must be guarded and carefully qualified. It appears that we are beginning to make progress in this area but that we need to continue to improve the intellectual and social climate for minority students. There is simply no substitute for an increase in numbers of minority students as the essential first step in building a supportive community. Consequently, our admission efforts will have a major effect on the quality of minority experience at Haverford. But there are other steps which can be taken as we try to build a significant minority presence in the student body and faculty.

Wherever discriminatory actions occur, they must be dealt with swiftly and firmly. The Committee on Diversity has met with the honor council chairman and the director of security in order to develop non-discriminatory identification procedures. That effort must be continued. In particular the continued concern about equitable treatment of minority athletes should be brought to the attention of the appropriate administrative officer.

As we have indicated in other sections of this report, the College must continue its efforts to bring matters of diversity, both curricular and non-curricular, into the mainstream of the Haverford community. Efforts at careful pre-planning, joint sponsorship of events, and aggressive publicity must be continued and strengthened. The College needs to give institutional expression to its conviction that issues of diversity are central to its conception of a liberal education.

The Office of Minority Affairs has done important work in building a sense of community among minority students. We believe that the new minority advising program will be especially important in the growth of academic and social support services for minority students.

Inevitably Haverford will be affected by broader cultural, social, and political currents in the United States, and this community will reflect the tensions characteristic of our larger society. A recognition of that fact should make us more realistic in our rhetoric and in our expectations of what we can accomplish in the area of diversity. Nonetheless, real progress can and has been made in diversifying the college and further areas for future action have been identified. If a single theme has arisen during this year, it is our need to continue to institutionalize and regularize our commitment to diversity. The formation of COD, the changes in the admissions office, the new affirmative action policies, the proposed minority advising system are all important steps in this progress. This report has attempted to define other areas in our academic and social life where our commitment to diversity can be further concretized, expanded, and strengthened.

Respectfully submitted,

Bruce Burton
Larry Clark
Lovida Coleman
William Davidon
Robert Gavin
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John Jones
David Kamitsuka
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Sara Shumer
Ronald Thiemann, Chair
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A P P E N D I C E S

1. Schedule Presidential Review Committee, Saturday, February 20, 1982
2. Memo from Ron Thiemann re: COD, 2/19/82
3. Memo from Freddye Hill re: Office of Minority Concerns, 2/19/82
4. Memo from Bob Gavin re: Curricular Diversity, 2/17/82
5. Memo from Bob Gavin re: Faculty Hiring, 2/17/82
6. Memo from Bob Gavin re: Administrative Hiring, 2/17/82
7. Memo from Al Williams re: Affirmative Action, 2/19/82
8. Memo from Minority Coalition
9. Memo from Asian Students Association
10. Memo from E.T. Rewolinski re: Minority Hiring, 2/17/82
11. Memo from Anthony Fairbanks re: Development Funding for Diversity, 2/18/82
12. Memo from William Ambler re: Admissions, 2/16/82
13. Memo from Slavica Matacić re: Science Program for Minority Students, 2/17/82