Associated Colleges of the South

Report to the Robert W. Woodruff Foundation

New Models in Three Challenged & Critical areas

December 31, 2007

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Interdisciplinary Opportunities, Undergraduate Research and Engagement and Diversity

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Associated Colleges of the South

Third Report to the Robert W. Woodruff Foundation

New Models in Three Critical & Challenged Areas

December 31, 2007

I. Introduction

The Associated Colleges of the South is pleased to submit its third report on the activities begun under the auspices of the *New Models Grant in Three Challenged & Critical Areas* that was received from the Robert W. Woodruff Foundation in December 2004. This report covers the twelve month period of January - December 31, 2007, and emphasizes activities that occurred since the second report, dated December 31, 2006, was submitted to the Foundation. The next ACS report will cover the seven month period from January through July, 2008.

The financial summary, in Appendix A, shows activity from receipt of the grant in December 2004 through December 31, 2007.

II. Organization and Structure of the Grant Program

Activities in each of the three program areas supported by the New Models Grant, Interdisciplinary Opportunities, Undergraduate Research & Engagement, and the Diversity Initiative, are coordinated by three separate Task Forces that were created for this purpose. A member of the ACS Council of Deans and an ACS Staff person, who has programmatic and fiscal oversight, also work collaboratively with each Task Force.

The majority of the task force work is handled through the cost effective methods of e-mails and conference phone calls. The ACS Council of Deans maintains general program review responsibilities and receives a full report of each Task Force's activities and plans at its three meetings during the academic year. The ACS Presidents receive full program reports at their annual meeting. Both the Council of Deans and the ACS Presidents receive interim reports on a regular basis between meetings.

III. The Program Initiatives

A. <u>Interdisciplinary Opportunities</u>

Two rounds of mini-grants were awarded, one in February and one in October 2007 with up to $8,500 for new projects and up to $4, 250 for supplemental proposals to continue a project previously funded by an ACS Interdisciplinary mini-grant. Seven proposals were

received in February. Of those, one was funded fully and four were partially funded, totaling $17,600. Four proposals were received in October and three were fully funded and one was partially funded for a total of $23,271. In 2007, $40,871 was awarded in Interdisciplinary mini-grants. A total of $112, 996.43 for 19 projects was awarded in 2006 and 2007 expending the mini-grant funding in this area. Projects funded in 2006 and 2007 can be found in appendix B.

The Task force is working on an evaluative report of the projects and the impact they have had across disciplines and on the campuses as a whole. An evaluation survey is being sent to each grant awardee and the responses will be studied for the final evaluative report. Each proposal and final report is posted on the ACS Interdisciplinary web site to allow for dissemination within ACS. (See http://www.colleges.org/newmodels/interdisciplinary/minigrants.html

One very interesting project at Hendrix College is the *The Women of San Luis, Costa Rica: Sharing Life Experiences Through Oral History and Photography.* We shared the project outline in our last report. They received an ACS Interdisciplinary mini-grant last year to document the lives of women in the small, rural community of San Luis, Costa Rica using an innovative combination of methods and disciplinary approaches, drawing mainly from art and anthropology.

In October of 2007, they requested a supplemental grant to fund the final phase of the project: the installation of a permanent exhibit in San Luis. They successfully brought students of anthropology and photography at Hendrix College together before, during, and after they photographed and collected oral histories from 13 women in two weeks in June 2007. They were also able to interview and photograph more women than had been anticipated, due to the help and cooperation of many members of the community who supported this project. The project was conceived as a teaching and learning opportunity, supplementing coursework already completed by the students, and as something that will influence the curriculum for years to come. The final product has been determined in collaboration with the Costa Rican women with whom they worked. The women have shown interest in creating a website about the community, a book, and an exhibit. Their previous work provided material for all of these options. Students will gain an understanding that the complex lives of people require an interdisciplinary perspective.

Currently, Dr. Maxine Payne, one of the faculty members, and three of the four students are processing their film at the photography studio at Hendrix College, as there are no photographic facilities close to San Luis. The exhibit will be ready for installation in Costa Rica by June of 2008. Two of the four students and Dr. Anne Goldberg, the other faculty member, are beginning the work of transcribing the Spanish interviews using a transcription machine. They will follow this effort by translating the interviews into English for the exhibit to follow at Hendrix College.

Another project, *"Ecological Restoration: Cultivating the 'Civilized Landscape' in the Liberal Arts"* at Rollins College, brought faculty and students together across disciplines to serve as the catalyst for creating a Florida Studies concentration. The grant also

allowed faculty to plan and execute the teaching of ten linked courses for the 2007 Winter and Spring terms.

In 2002, Rollins faculty joined with the Morse-Genius Foundation to develop a management plan for Genius Reserve, a largely undeveloped 50-acre agricultural and natural landscape near campus. Utilizing the University of Wisconsin Arboretum (the nation's longest on-going ecological restoration project) as a model, faculty drafted a conceptual restoration plan. An interdisciplinary team then inventoried and "envisioned" the reserve, incorporating this exercise into five Environmental Studies courses. The outcome was a management plan with the goal of "providing a working laboratory in ecological restoration." This interdisciplinary grant expanded the project's scope to other disciplines, allowed for the creation of a student-driven *Genius Reserve Field Guide*, advanced the liberal arts to the wider community, and funded a website. Rollins faculty also used their interdisciplinary deliberations to draw up a Florida Studies initiative and will recommend it as part of the college's ongoing curriculum reform. Finally, faculty plan on presenting a daylong colloquy, "*The Future is Florida*: Liberal Arts Education and Citizenship in a Bellwether State," next spring.

A common focus for this endeavor is Aldo Leopold's notion of a "land ethic" and a "natural esthetic,"which is integral not only to ecological restoration but to a wide range of disciplines. The ACS grant improved faculty's ability to reveal the ties between ethical behavior and ecological processes by helping students see the world anew, and working with them to develop an eye to restore. "For a generation suffering from an "Environmental Deficit Disorder," getting undergraduates to understand the integrity of nature's evolutionary heritage and the makeup of a healthy natural system offers a tested antidote to an increasingly common affliction."

In an entry-level Biology class, the restoration work on the Genius Reserve introduced students to basic concepts in environmental science. Students focused on plant biology at the site, and the grant funded additional field excursions to study major plant communities in Central Florida's terrestrial ecosystems. Coming back to the Genius Reserve, they had a better understanding of the planting regimen underlying restoration efforts.

Students from English, Philosophy, Environmental Studies, and Biology also participated in a series of work days on the reserve: two hundred live oaks and pignut hickory sprigs were potted, three acres of restored habitat weeded, and eighty mostly native trees and shrubs were planted to restore a historic garden that had fallen into disrepair after Hurricane Charlie (2004). A group of students from an ethics course in Philosophy also based their required service learning projects on work they engaged in at the Genius Reserve. It also provided the setting for these ten students (half the class) to address the ethics of restoration in a required discussion with the professor. Their research project for the class also incorporated their hands-on site work and was built into a presentation for students at the nearby Ferncreek Elementary school, with the aim of familiarizing the younger children with the Reserve and getting them to think about their relationship with the environment.

The grant project resulted in the completion of a nature audio recording project utilized by each discipline in addition to the creation of the Genius Reserve Field Guide and the development of a website that is being fine tuned.
http://www.apheliondesigns.com/Genius

Meanwhile discussions proceed among interdisciplinary groups such as Chinese Studies, British Studies, Latin American Studies and Gender Studies.

B. Undergraduate Collaborative Research & Engagement

The Task Force on Undergraduate Collaborative Research and Engagement decided to offer larger grants for divisions/departments within an institution for the purpose of exploring and engaging the idea of collaborative scholarship/research. The sum of $125,000 was designated for this purpose. Departments or divisions submitted proposals for planning grants **or** for the design, redesign, implementation, or assessment of collaborative scholarship/research opportunities, including community-related research. All grant money for projects ($124,000) was distributed in the Undergraduate Collaborative Research and Engagement area in 2006. The balance of the funds is earmarked for dissemination of the results in and out of the ACS. One idea is to create an online evaluative survey and distribute it to all grant recipients and summarize the results. Additionally, we are planning to conduct follow-up phone interviews with recipients to discuss how the projects have influenced their current curriculum and research. The proposals awarded and final reports are posted online at http://www.colleges.org/newmodels/undergrad/index.html. In addition, a complete listing of funded projects in the Undergraduate Collaborative Research and Engagement area can be found in Appendix C.

The Young Scholars Collective (YSC) at Rollins College houses five to seven collaborative research teams from different disciplines, with a majority of them being from outside the sciences. Students are honor degree students or students working towards honors in their major field. The YSC covers a two year period. Students from different disciplines are encouraged to promote high quality, original interdisciplinary research. Six student/faculty teams have been selected from political science, anthropology, art, English and two from philosophy. During the first year students /faculty teams developed the appropriate background of research and methodology and consulted with other teams on methodological and ethical dimensions.

Each research team has:

a. Engaged in two semesters of sustained research and writing collaboration with students

b. Engaged in the Rollins Summer Scholarship Program, delving further over the summer into sustained collaboration, research, and writing (most of the participating teams did this)

c. Presented their original research at these national and international conferences: International conference in Lima, Peru-Summer 2007, ACS Interdisciplinary Conference at Hendrix College-Fall 2007, American Anthropological Association-Fall 2007

d. Planned for a 2008 presentation at the Hawaii Interdisciplinary Conference on Arts and Humanities by one team

e. Taught various class segments on their original research

f. Presented their original research, and the successes of the YSC, at a summit on transformative education at Rollins College

g. Presented the development and implementation process of the YSC to an ACS workshop on interdisciplinary approaches in higher education, where other ACS schools were very interested in implementing such a program on their campuses

h. Met through the course of both semesters and the summer of collaborative work, to share, discuss, and develop works-in-progress, methodologies, and written final articles being sent out for publication

i. Offered a service-learning component, deepening connections with communities

j. Created a Young Scholars Collective website: http://rollinsysc.blogspot.com/

As the first cohort group of the YSC draws to a close and the teams ready their final, polished research articles to send off for publication, the Rollins YSC faculty is turning toward their original goal of treating the first year of the project as a 'seed' for a sustained YSC— to transform it into a fixture at Rollins.

Birmingham-Southern received an Undergraduate Collaborative Research Grant to produce a new adaptation of Strindberg's *Miss Julie*, a play set in the contemporary south. Last summer, Miss Julie premiered at the Edinburgh, Scotland, Fringe Festival to strong critical response. As adaptor/playwright, Alan Litsey, Professor of Theatre, recently signed a contract with Victoria Koleva and her organization (Broadway '96, a Bulgarian play agency), who will translate and market the play in Bulgaria.

Project goals:

- The creation of a student company of actors, designer/technicians, stage manager/company manager. Student and faculty to be involved in multiple phases of production.
- The development of a *Miss Julie Study Guide* by BSC Theatre students and faculty members for high school audiences.
- Performances to be held at the Edinburgh Fringe Festival in August 2007 and at Birmingham Southern College in September 2007. Two performances occurred for high schools with four additional performances for the BSC campus and the Birmingham community,
- A paper on *The Miss Julie Project* written by faculty and students is underway. The paper will detail how the project may be replicated by other ACS schools. Topics the paper will cover include: Edinburgh Fringe Festival, Production Budget, Technical Production/Props, Rehearsal and Performance Schedule, Marketing, Costuming, Finding a Venue, Funding, Housing and Travel. Photos will highlight it. The second draft is scheduled for completion in January of 2008.
- Making the paper available to ACS schools and publishing online at BSC, and working toward publication in *Southern Theatre Magazine*, which is published by the Southeastern Theatre Conference. The editor of the publication, Deanna Thompson, has expressed interest in considering the completed article. The publication is available to its 4,000 plus members as well as College and University libraries.
- A panel presentation on *The Miss Julie Project* scheduled for March '08 at the Southeastern Theatre Conference, in Chattanooga. A faculty representative will also attend the summer '08 ACS Drama Workshop.

Privilege and post-modern paralysis prevail in this new adaptation of Strindberg's classic. Julie, the aristocrat, and John, the common man, are among the most ill-matched couples in theatrical history. Each is so mistaken about the other, and in the shadow of night, long-hidden secrets are unleashed in the claustrophobic confessional of the family home. The conflict between Julie and John escalates to psychological and physical warfare—and total destruction.

Diversity

1. Diversity Mini-Grants

Two opportunities for diversity mini-grants were created by the Diversity Planning Committee: Student Led Collaboration with Faculty/Staff and Campus Diversity Leadership Models.

- Mini-Grants for Student Led collaboration with Faculty/Staff
  While ethnic diversity and campus climate are the primary foci of the ACS Diversity initiative, proposals may be submitted for any type of diversity issues/concerns that affect and challenge campus climate. The proposal must be initiated by one or more students and clearly identify the faculty/staff sponsor/mentor

and the extent of his/her involvement OR be submitted jointly by student(s) and faculty/staff member(s) and clearly indicate the role of each of the co-initiators in the project. Collaborative opportunities-- those engaging two or more campus groups, cross-generational activities, curricular and co-curricular activities, or projects involving two or more ACS campuses-- are especially encouraged.

- We awarded 7 grants in 2006. The Diversity Planning Committee also agreed to increase the amount of the awards so the campuses could receive greater benefit from the mini-grants. The amount awarded in the October round increased from $1800 to $2500 per award. It was also decided to offer another round of grants in 2007 with a rolling submission deadline at the new level. In 2007, we awarded 4 grants and the rolling deadline is still in effect for the spring '08 term. Totally, in this area of diversity funding, we have awarded $26,500.

- A three person review committee receives and reviews proposals, awards the grants, and receives interim and final reports. A list of grant awardees from April and October 2006 and for 2007 under the new rolling deadline is in Appendix D.

- Proposals and final reports to date can be found at http://www.colleges.org/diversity/programs/minigrants.html

Below are two examples of mini-grant projects.

Birmingham-Southern College set up a Multicultural Resource Library in 2006.

1. Original Goals and Objectives:
    a. To increase awareness of a variety of social, political, ethnic, and religious issues, practices, and perspectives in order to learn about the world in which we live.
    b. To provide resources that students, faculty, staff, and student organizations can use in the areas of instruction, personal development, scholarship, and leadership studies.
    c. To use resources in the training and development of Resident Hall Assistants (RA's), counseling service staff, and Students Offering Support (SOS) organization.
2. The project goals of the Multicultural Library were effectively met in several ways.
    a. The Multicultural Cultural Library has been up and running for the past year. It has been an excellent resource for many Birmingham-Southern students in writing papers dealing with race, politics, and foreign policy.

Several of the professors have used the Multicultural Library site as the resources for student to use in their syllabus.

b. The library has been very helpful in conducting a new program on campus called "Free Food for Thought," which is a campus group that holds dialogues on a variety of multicultural issues. They meet once per month on a different topic.
c. There are several campus groups that use the library to assist with training throughout the year. Some of the groups include: Residence Life staff, Student's Offering Support (SOS), and the Multi-Cultural Advisory Committee (MAC).

Each year the Office of Multicultural Affairs goes through all the books, videos and periodicals by hand to determine the number of times the item has been checked out by faculty, students, or staff members. They use this information to determine the success of the library and to help determine future purchases.

They have shared the information on how to develop a multicultural library with the Southern Association for College Student Affairs (SACA) multicultural committee. The Office of Multicultural Affairs is also in communication with the other ACS institutions within the Southeast and keeps them abreast of new initiatives.

The Office of Multicultural Affairs will continue to fund the resource library and encourage feedback from faculty and staff for new purchases for the coming year. The library has been a huge success for the campus and will continue to grow for years to come

Trinity University held a Tracing Chicanismo: History, Community, Impact Workshop on April 14, 2007.

Origins

Student driven and born out of frustration with:
•Limited diversity on campus
•Latino student group (activities are mostly social, not political, activist, or educational)
•Lack of courses on Chicano history

Problem

•Hispanic population grown on campus
• Knowledge of the Chicano Movement declined
•Students recoil at the term "Chicano"
• "What is a Chicano?"

Objectives

•Address the misunderstanding and historical amnesia regarding the Chicano Movement on campus
•Invigorate student life by recovering the legacy of awareness, political engagement, and activism of the Movement

Method
•All day workshop
•Panels combining expert opinion with contemporary student perspectives
•Topics encompass historical origins, social and political contributions, and contemporary relevance

Event Characteristics
•Panels brought together local artists, scholars, and leaders from government
•Each panel included student respondents
•Panels included ample time for conversation and questions
•Refreshments and informal periods for interaction were included
•A final session was held at the end to discuss ways to continue events at Trinity
•Participants filled out an evaluation form reflecting interest, knowledge, attitudes
•A Focus group was held one week following the workshop
•Attendance reached about 40 different students and faculty members throughout the day

Results
A Planning session generated 4 concrete ideas:

- •Creation of a Chicano alumni association (first event slated for Oct. 20, 2007)
- •Flor y canto literary events (held in fall 07)
- •High school outreach program (no follow up yet)
- •Ad hoc committee to increase admissions efforts to recruit Chicanos (no follow up yet)

•A survey measured interest, knowledge, and attitudes about the Chicano Movement
•Also the workshop attracted individuals with an already high level of interest and moderate knowledge
•Two-thirds of participants indicated increased interest, knowledge, and positive attitudes following the workshop
•Remaining respondents were "about the same" as prior to the workshop
•Relaxed conversational atmosphere was valued
•Heated debates between panelists were highlights, even for those who dislike conflict
•Level of accomplishments of Trinity's Chicano alumni was unexpected, impressive

- Workshop Mini-Grants for Campus Diversity Leadership Models

  The purposes of these grants are fourfold: (1) To encourage development of ongoing models for training and maintaining active diversity leadership teams on campuses. (2) To support diversity leadership models that already exist or are newly being implemented on campuses. (These include but are not limited to the National Coalition Building Institute (NCBI), the Anti-Defamation League, Training for Social Change, and the

National Conference for Community and Justice.) (3) To promote leadership models that provide a campus structure for diversity leadership continuity [through staff, faculty, and administration], while including student participation and helping them develop leadership skills. (4) To create a pool/core of persons in ACS who are available to support/assist their own and other ACS campuses in prejudice reduction and education for leadership sessions.

The Planning Committee agreed to divide the remaining Diversity Grant funds between the two funding opportunities: Student Led Collaboration with Faculty/Staff and Campus Diversity Leadership Models. It was also decided to raise the individual grant award from $1500 to $2000 for the Campus Leadership Models and offer the grants for 2007 with a rolling submission deadline. In 2007, we awarded 5 grants. To date, we have awarded 14 mini-grants totaling $20,745 in this area of diversity funding.

A three person review committee receives and reviews the proposals, awards the mini-grants, and receives follow-up reports. A list of mini-grants awarded is located in Appendix E and proposals and final reports to date can be found at http://www.colleges.org/diversity/programs/minigrants.html

- A conference presentation was given at the Southern Association of College Student Affairs (SACSA), conference on November 5, 2007 in Dallas, Texas by Idella Glenn (Furman University), a member of our ACS diversity planning committee. Her session was entitled, "Diversity Campus Leadership Models and Programs." It highlighted our current ACS campus diversity programs and workshops funded by the mini-grants. It was attended by approximately 35 individuals from colleges across the south and summarized the efforts of 11 projects that resulted from the funding. There was so much interest in her presentation that there were not enough handouts available or time to answer all of the questions in the hour allotted.

The following are three examples of funded workshops.

The University of Richmond (UR) held a National Conference for Community & Justice Training Workshop on August 19, 2006.

The National Conference for Community and Justice worked to create objectives and curriculum appropriate for this training of 134 student staff – general orientation advisors, international orientation advisors, pre-orientation advisors, and resident assistants.

Goal: provide knowledge and skills to create more inclusive and affirming living communities and learning environments.

Objectives:

1. Express an increased awareness of how attitudes, beliefs, and behavior and language can impact the relationships among students at UR

2. Have an increased understanding of the communication skills needed when working in diverse community

3. Demonstrate an ability to intervene in an inter-group relations conflict as a result of skills learned in the program

4. Develop strategies to involve others in the process of increasing cohesiveness and inclusion of different groups at UR

The evaluation reflects the significant gains in understanding and practical experience that came as a result of participation in this training as well as suggestions for improvement in future trainings.

Program Summary:

Exploring Personal Identity – through pair and small group conversations, offered participants an opportunity to consider individual aspects of difference and personal experience with prejudice.

Break the Cycle: Be the Change – broadly focused on the topic of prejudice, challenged participants to explore what is truly involved in creating genuinely inclusive spaces.

Anticipating Challenges and Identifying resources – offered opportunity for participants to brainstorm the factors that might make it difficulty for students to feel affirmed at UR based on their identities and then identify those resources on campus that support students with different identities.

Responding to Challenging Situations – provided a forum for role playing with participants given different roles and identities to consider how to react to challenging interpersonal experiences with diversity and prejudice.

** Prior to the program, participants completed pre-assessments of the climate at UR. The frequency of stereotypic comments demonstrates the need for multicultural programming and education.

Evaluation Results: Respondents felt that the experience was a valuable use of their time, their awareness was raised and they gained skills that would be useful in their leadership positions.

Furman University sent five students to the NCBI Train the Trainer Workshop on September 30-November 1, 2006

The National Coalition Building Institute (NCBI) is an international, non-profit, leadership training organization based in Washington, DC, USA. Since 1984, NCBI has worked to eliminate racism and all other forms of prejudice and discrimination throughout the world. The purpose of the Carolina Coalition, established in 1999, is to assist campuses in North and South Carolina with growing and establishing NCBI teams. The Furman NCBI team was established in 2000. NCBI campus teams provide a pro-active response to discrimination, controversy, and intergroup conflict. The team is made up of students, faculty, and staff from various disciplines and trained by NCBI to become a powerful resource for diversity leadership on campus.

The funding from ACS Diversity Leadership mini-grant was used to pay the registration fee for five students to attend the Carolina Coalition three day train-the-trainer held at North Carolina State University. During the first day of the training, students participated in the full day leadership for diversity/prejudice reduction workshop. On day two students participated in small group work to practice skills. On day three students participated in the demonstration of the Controversial Issues process. All five students completed the training, receiving a certificate of completion. This will enable them to lead workshops on the Furman campus.

Washington & Lee University (W&L) has a large Greek organization focus. They felt it important to hold a Workshop for Leaders of Greek Organizations in early February, 2007.

This workshop, "Content of our Character," was designed to educate Greek student leaders and new members of the Greek community to basic issues surrounding diversity. The goal of the workshop was to "provide training for students at Washington and Lee University to create a more inclusive and affirming living and learning environment (academic and co-curricular) across lines of ability status, class/socio-economic status, ethnicity/race, gender, and sexual orientation." The featured presenter was a W&L alumnus who is the Executive Director for the Virginia Conference for Community Justice (VCCJ). A total of 140 students participated in the program. A customized curriculum was developed by VCCJ to strategically meet the needs of Washington and Lee. Training on February 2 brought together key student leaders for a facilitation skills training. The workshop on February 3 was held for members of fraternities and sororities on campus. The program goal and objectives are listed below.

Goal & Objectives

The goal of the program was to provide the knowledge and skills for students at Washington and Lee University to create a more inclusive and affirming living and learning environment (academic and co-curricular) across lines of ability status,

class/socio-economic status, ethnicity/race, gender, and sexual orientation. The objectives of the program were to provide a forum for participants to:

1. Express an increased awareness of how attitudes, beliefs, behavior and language can impact the relationships with/between students, staff, and faculty of Washington and Lee University
2. Develop strategies to involve others throughout the school year to increase cohesiveness and increase inclusion of different groups within Washington and Lee University
3. Increase understanding of the communication skills needed when working within a diverse community
4. Be empowered to be leaders in educating and motivating members of the broader Washington and Lee population
5. Be prepared to develop personal Action Plans that will promote a diverse and inclusive environment

These objectives were further clarified to focus on the specific needs of Washington and Lee University through customized curriculum and facilitated conversations on:

a. The power of language
b. The relationship between Black Greek Organizations and other Greek Organizations
c. White privilege and advantage

Overall Effectiveness of Program
A total pre- and post-test score was calculated by averaging across all of the items on each scale. One hundred and nineteen (119) of the students who participated completed a pre- and post-test to evaluate the effectiveness of the program. The results showed that after the workshop participants indicated more support of diversity related ideals than before the workshop.

Conversation with Minority Faculty: A Faculty Development Workshop

The Diversity Planning Committee and the Deans felt it would be beneficial to have a gathering of minority faculty. They would value sharing ideas with each other and provide advice on initiatives the consortium might undertake regarding minority faculty searches, orientation of new faculty to the campus and the community, as well as faculty development strategies for professional success. Each Dean was asked to nominate one minority faculty member for the workshop. "A Conversation with Minority Faculty," a faculty development workshop, was hosted February 9th and 10th at Morehouse College. Fourteen faculty from eleven ACS institutions took part in the event. They presented a wide range of experiences. Eight participants were tenured and currently Professors or Associate Professors. Three of these eight had more than two decades of service on their campuses. Among the remaining six participants, two were outside of the faculty ranks (one was an athletic trainer without faculty status while another was a visiting professor and not on the tenure track—both from the same institution.)

Facilitated by Dr. Emily Moore and Dr. Herman Blake, President and Vice President of Scholars for Educational Excellence and Diversity, the program included a presentation on Friday, February 9th and a discussion with faculty on Saturday, February 10th. In their presentation, Moore and Blake analyzed changes in campus constituencies—particularly the faculty. The opening paper was entitled "The Will in the Middle of the Wheel." This was word-play on a traditional Negro Spiritual. It was carefully selected to reflect the paper, which focused on the changing demography impacting higher education, as well as the rock-solid commitment to education that characterizes every minority community. It emphasized the principles of liberal education that provide stability and focus within the midst of change.

At the end of the session, participants submitted written questions for discussion the next day. Participant response and discussion portended a dynamic and enlightening workshop. On Saturday, February 10th, the facilitators led the faculty in a discussion of key issues that enhance or impede careers and discussed strategies for professional success. The faculty gave important perspectives on the challenges minority faculty face on ASC campuses, and how they resolve them. Most recognize that the issues are personal and internal as well as social and structural which makes the situation even more complex. While the external environment changes only slowly if at all, they recognize it is how they manage the will that allows one to face the campus environment every day. This perceptive analysis launched the group into the reflections and deliberations of the day. The workshop agenda is in Appendix E.

Campus Climate Survey and Assessment

The Rhodes College psychology department, other faculty and students formed a group to create a campus climate survey instrument and have been refining it since 2005. They piloted it on their campus in 2006. In February of 2007, they shared the survey with the ACS deans. Campus Climate is defined as the value of diversity on campus, the acceptance of particular student sub-groups, how comfortable these sub-groups feel on campus, and how well each school addresses diversity issues.

As a result of the survey at Rhodes, campus discussions are beginning and problems are being acknowledged and addressed. The need for systematic collaboration and coordination across campus has become more widely accepted. These are issues confronting all ACS campuses. It was noted that using a common questionnaire can provide data for all campuses. It will help to compare your campus with the average of all the other participating ACS schools. Having such a comparison can tell you whether trends or changes you see are unique to your campus or apply to other liberal arts campuses, especially those in the south. For it to be successful, there must be campus buy-in at all levels, from the top, down. The deans received a copy of the survey for their campus use and the results on Rhodes' campus for comparison. Rhodes faculty also offered to help interested schools calibrate the results or administer the survey if desired. The Deans were pleased to get the survey and were taking it back to their individual campuses for study and possible adaptation for use. The survey is attached in appendix F.

Diversity Planning Committee

The Diversity Sub-Committee met in Atlanta on July 24, 2007 to review programs and activities of the Woodruff New Models grant and plan for future activities including the full committee meeting October 19 and 20, 2007 at Sewanee. The group reviewed programs resulting from grants given to date for Campus Leadership and for Diversity Programs that are Student Led Collaborations with Faculty or Staff. As of July, 21 grants had been given to 12 ACS institutions. More grant funding was available and the grant end date has been extended to May 2008. The group discussed how to increase proposal submissions as some ACS institutions have not taken advantage of the opportunity. A call for sharing of best practices in multicultural programs across the ACS was discussed and will be implemented this winter and in the spring of 2008 on the diversity website as the result of an upcoming planned evaluation. With the extension of the grant ending date, it was also decided to have a meeting in early June of 2008 to include Presidents, Academic Deans, Deans of Students, Multicultural Directors and students to look at focus and priorities for the future of the Diversity initiative. The agenda and summary for this meeting can be found in Appendix G.

There was a gathering of the full Diversity Planning Committee on Friday, October 19 and Saturday, October 20 at Sewanee: University of the South. Fifteen participants included recipients of the mini-grants, members of the planning committee and invited guests. It centered on sharing results and looking at strides made in diversity within ACS through the activities of the Woodruff Foundation funded New Models program. During the grant period to date, two workshops had been held, one on Minority Faculty Searches and another, a Conversation With Minority Faculty. Consortial diversity web pages have been created, a campus climate survey has been considered for use by ACS and students have met with Deans on several campuses to voice their opinions and concerns.

By October of 2007, 25 mini-grants had been awarded in the area of Student Led Collaboration with Faculty or Staff and in the Campus Leadership Models program. Five mini-grant recipients were invited to present their projects and results at the meeting. Beau Weston, Centre College, and Eric Hartman, Sewanee, shared their positive experiences with the POSSE program which recruits and supports a diverse student population at participating colleges. Best practices in Diversity programming and minority graduation rates across the ACS were discussed. Additionally, the committee worked on a strategy to evaluate our progress in this area and plan for our next steps beyond the ending of the grant in Summer of 2008. Towards this end, the committee has engaged David Taylor, a diversity consultant and former academic dean at Morehouse College, to develop an evaluation tool and write a report on the evaluation results and next steps. Finally, a diversity leadership summit is planned for June 2008 in Atlanta. The planning committee meeting agenda and summary can be found in Appendix G.

In addition to the programs above, the Diversity Planning Committee has been working on the following programs:

1. Meetings of ACS students with ACS Deans

Small groups of diverse students have been meeting with the Deans as part of the regular ACS Deans meetings starting in 2006 and continuing in 2007. The Deans have found the discussions enlightening and the students have appreciated being heard. Students have offered a number of suggestions to address their campus diversity concerns. Because it has been so well received by the Deans, they have decided to make this a regular part of each of their meetings.

2. Diversity Leadership Summit June 2008

The date for this meeting has been confirmed for June 11 and 12, 2008 in Atlanta, Georgia. The meeting is to include the diversity leadership from each ACS campus. Invited will be student leadership (1or 2 diverse students from each ACS institution), academic Deans, Vice Presidents for Student Affairs and Multicultural Affairs Officers or the faculty person responsible for multicultural affairs from each institution. The ACS Presidents have agreed to join the group for discussion at the end of their meeting, which is also occurring on the same days in Atlanta. We may invite institutional research people to meet with us as we explore ideas. Topics for discussion include best practices in diversity programs on each campus as well as looking at the focus for future funding. Additional agenda items are being developed.

The ACS Diversity Initiative web site offers links to ACS campus diversity programs; other diversity related websites, centers, and organizations, and a short bibliography of the best diversity resources available. This site, http://www.colleges.org/diversity/index.html, will continue to expand and become a means of disseminating the results of the two mini-grant opportunities, information about campus climate surveys, plans for the 2008 diversity leadership summit and other ACS diversity related activities.

IV. Conclusion

This past year has been filled with many substantial activities. The programs and grants have opened communication and encouraged conversation and debate on the campuses around diversity, undergraduate collaborative research and engagement and interdisciplinary opportunities. The project reports have proved to be fascinating. The liberal arts program that we so highly value at ACS institutions has been improved and strengthened through the workshops, meetings and mini-grant projects, resulting in a higher degree of discussion, collaboration and quality of education for our students. All of the groups involved in the New Models effort are looking forward to additional significant results in 2008.

Once again, the ACS expresses its deep appreciation to the Robert W. Woodruff Foundation for its extraordinary support, which has made these advances possible.

APPENDIX A

Financial Report

Appendix A

Associated Colleges of the South
Robert W. Woodruff Foundation
New Models in Three Challenged & Critical Areas
Financial Report
As of December 31, 2007

APPENDIX B

Interdisciplinary

Interdisciplinary Mini-Grant Awardees for 2006 and 2007

Interdisciplinary Mini-Grant Awardees- April 2006

1. Millsaps College, *Teaching Critical Thinking to Freshmen across Disciplines,* Dr. Hopkins, PI- $8,000

2. Rhodes College, *Integrating Material Culture and Service into the Curriculum: Ames Plantation/Zion Cemetary Projects at Rhodes College,* Drs. Moreland and Byrnes, PI's- $8,500

3. Rollins College, *Culture Wars: Current Debates in Ethics, Aesthetics and Politics,* Drs.Levis, Libby and Musgrave, PI's- $4,300

4. University of the South: Sewanee, *A New Integrative Model for Teaching the History and Traditional Theatre of Japan*, Drs. Backlund and Goldberg,PI's -$8,500

Interdisciplinary Mini-Grant Awardees-October 2006

5. Centenary College, *Interdisciplinary Quantitative Data Colloquium,* Drs. Demerath, Weeks and Rankin PI's-$5,300

6. Furman University, *Interdisciplinary Course on Disease and Culture,* Drs. Liao and Worth, PI's-$8486.50

7. Hendrix College, *The Women of San Luis, Costa Rica: Sharing Life Experiences Through Oral History and Photography*, Drs.Goldberg and Payne, PI's-$5238.93

8. Millsaps College, *Interdisciplinary Program in Albania*, Drs. Galaty and Bowley, PI's- $8,500

9. Rollins College, *Activism 101: Making A Difference Locally and Globally,* Drs. Lloyd and Hewitt, PI's-$6,800

10. Rollins College, *Ecological Restoration: Cultivating the 'Civilized Landscape' in the Liberal Arts,* Drs. Stephenson and Phelan, PI's-$8,500

Interdisciplinary Mini-Grants Awarded in February 2007

11. Trinity University, *Developing a Laboratory Manual and Lecture Notes for Mathematical Models in Life Sciences,* Saber Elaydi, Mathematics, David Ribble, Biology, PI's-$2,500

12. Millsaps College, *Teaching Scientific Reasoning to Undergraduates Across Disciplines*, Patrick Hopkins, Philosophy, Sarah McGuire, Biology, PI's-$4,500

13. Rollins College, *Activism 101 in the Galapagos & Ecuador Follow-up Planning,* Les Lloyd, Information Technology, Scott Hewitt, Education, Michael Gunter, Political Science, Joe Hughes, Technical Support, PI's- Supplemental Grant-$3,850

14. Morehouse College, *An Interdisciplinary Analysis of the African American Male and the Public School Classroom,* Charles Meadows, Education & Modern Foreign Languages, Michael Hodge, Sociology, Marcellus Barksdale, History, PI's-$2,500

15. Rhodes College, *Integrating Material Culture and Service into the Curriculum: The Ames Plantation and Zion Cemetery Projects at Rhodes College*, Milton Moreland, Archaeology, Ryan Byrne, Archaeology, PI's-Supplemental Grant-$4,250

Interdisciplinary Mini-Grants Awarded in October 2007

16. Morehouse College, *Voting Analysis in Mathematics and Politics: Interdisciplinary Research and Education,* Duane Cooper, Mathematics, Hasan Crockett, Political Science, Gregory Hall, Political Science, PI's-$8,500

17. Morehouse College, *Toward Pedagogy of International Ethics: Developing a Social Justice-Centered Humanities And Social Sciences Learning Community at Morehouse College*, Leah Creque, English/African-American Studies, Samuel Livingston, History, PI's-$8,500

18. Hendrix College, *The Women of San Luis, Costa Rica: Sharing Life Experiences Through Oral History and Photography*, Anne Goldberg, Sociology/Anthropology, Maxine Payne, Art, -Supplemental Grant-$5,720

19. Hendrix College, *Assessing Candidates' Emotive Displays: The Role of Gender*, Kimberly Maslin-Wicks, Politics, Leslie Wade, Psychology, PI's-$551.00

APPENDIX C

Undergraduate Research & Engagement Grant
Mini Grants Awardees for 2006 and 2007

Undergraduate Research and Engagement Grant Awardees-March 2006

1. Rollins College, *Young Scholars Collective*, Dr. Hoyt Edge, PI-$25,000
2. University of Richmond, *LURE: Long-Term Undergraduate Research Experience*, Dr. William Ross, PI-$24,000

Undergraduate Research and Engagement Grant Awardees-October 2006

3. Birmingham-Southern College, *Miss Julie Project*, Dr. Michael Flowers, PI-$28,000
4. Rhodes College, *Historical Archaeology in W. Tennessee: Collaborative Projects in Excavation Survey and Artifact Analysis*, Dr. Milton Moreland, PI-$22,000
5. Trinity University, *Increasing Collaborative Research Through Investigations of Interdisciplinary Multi-Agent Simulations*, Dr. Eugenio Suarez, PI-$25,000

Appendix D

Diversity Mini-Grant Awardees for 2006 and 2007
Student Led Collaboration with Faculty/Staff

Diversity Mini-Grant Awardees for 2006 and 2007
Campus Leadership Models

Diversity Mini-Grant Awardees-April 2006
Student Led Collaboration with Faculty/Staff

1. Birmingham-Southern College, *International Bazaar*, Erica Brown and Melissa Latko, $1300
2. Birmingham-Southern College, *Multicultural Resources Library*, Erica Brown and Chryston Jones, $1800

Diversity Mini-Grant Awardees-October 2006 Student Led Collaboration with Faculty/Staff

3. Centenary College, *Centenary Safe Zone*, Michelle Wolkomir, Caroline Cottingham and Sarah Eich, $2500
4. Rollins College, *Multicultural Retreat*, Maruxa Murphy, Tracey Hardy and David Colon, $2500
5. Southwestern University, *As Seen On TV*, Katherine Juhl, and Leia Crawford, $2500
6. Washington and Lee University, *English for Speakers of Other Languages*, Ellen Mayock, Greg Dresden, Tal McIver and Stephanie Dodson, $2500
7. University of the South, *Co-Operative Approach to Address Impact of Growth of Campus Diversity*, Paige Schneider and Asia Watson, $2500

Diversity Mini-Grants Awardees-2007-Rolling Deadlines-Student Led Collaboration with Faculty/Staff

8. Trinity University, *Tracing Chicanismo-History, Community & Impact Workshop*, Robert Huesca and Aaron Sanchez-$2500
9. Furman University, *Black Student Leadership Conference*, Idella Glenn and Emmanuel Chandler-$2500
10. Southwestern University, *The Disabilities Project*, Kathleen Juhl and Lindsey Smith, August -October 2007-$ 2500
11. Birmingham-Southern College, *Religious Life Fellows*, John Richardson and Johnny Croft, September 2007-May 1, 2007-$2500

Appendix D-2

Campus Diversity Leadership Models Mini-Grants Awards for 2006 and 2007

Campus Diversity Leadership Models Mini-Grant Awardees -January 2006

1. Davidson College, NCBI One Day Workshop, Ernest Jefferies, March 17-18, 2006-$1500

Campus Diversity Leadership Models Mini-Grant Awardees –March 2006

2. Rollins College, Training for Social Change Workshop, Jill Gorman, March 2 & 3, 2006-$1500
3. University of Richmond, National Conference for Community & Justice Training Workshop, Dan Fabian, August 19, 2006-$1500

Campus Diversity Leadership Models Mini-Grant Awardees-October 2006

4. Furman University, NCBI Train the Trainer Workshop, Idella Glenn, September 30-November 1, 2006-$1125
5. Hendrix College, National Conference for Community & Justice Diversity Inclusion Training, Kesha Baoua, March 2007-$1500
6. Rollins College, Allies Training Program, Odile Perez, March 26-30 2007-$1120
7. Southwestern University, Pac Rim Conference, Tom Larkin, April 1, 2007-$1500
8. Southwestern University, Program on Intergroup Relations, Michele Amerson, February 8 & 9, 2007-$1500
9. Washington & Lee University, Forum for Leaders of Greek Organizations, Marguerite McClinton, January 30, 2007-$1500

Campus Diversity Leadership Models Mini Grant Awardees-2007

10. Millsaps College, Faculty Diversity Workshop, Darby Gray, August 24,2007-$2000
11. Washington & Lee University, Content of Character Workshop, Burr Datz, September 29, 2007-$2000
12. Southwestern University, Intergroup Relations Workshop, Michele Amerson, October 20-21, 2007-$500
13. Centre College, Posse Retreat, J. Carey Thompson, March 28-30, 2008-$2000
14. Furman University, LGBT Leadership Training Workshop (NCBI), February 15-17, 2008-$1360

Associated Colleges of the South
Conversation with Minority Faculty
February 9 & 10, 2007
Morehouse College

CONVERSATION WITH MINORITY FACULTY: FACULTY DEVELOPMENT FOR A DIVERSE CAMPUS

Facilitators: Emily L. Moore, Ed.D-Scholars for Educational Excellence & Diversity
&
J. Herman Blake, Ph.D

Friday, February 9

6:30 p.m.-Meet in Hyatt hotel main lobby on Peachtree Street for van to Morehouse Leadership Center

7:15 p.m.-Welcome-Dr. David Taylor-Dean, Morehouse College-Room D

7:30 p.m.-Introductions-Dr. Wayne Anderson & Marcia White, ACS (over dinner)

7:45 p.m.-Diversity Initiative-Dr. Jim Hunt, Chair, Diversity Committee

8:00-9:30 p.m.-Formal Presentation- (after dinner) description below

9:30 p.m. -Van transport back to hotel

"The Will in the Middle of the Wheel": American society is rapidly changing as immigration and population growth dramatically transforms the social landscape. Even though campus life has changed much more slowly, the academy is still impacted by the social transformation. Diversity has become a key feature of campus life as under-represented minorities—faculty, staff, students—enter the academy. In this presentation Moore and Blake will analyze changes in campus constituencies—particularly the faculty. Based on long years of experience, research, and a review of key literature they will outline some of the positive and negative features of the changing academy. The major part of their presentation will be an analysis of faculty development strategies that enhance effective faculty work and result in professional satisfaction.

Saturday, February 10

8:30 a.m.-Van transport from Hotel to Leadership Center, Morehouse College

Appendix E

Associated Colleges of the South
Conversation with Minority Faculty
February 9 & 10, 2007
Morehouse College

CONVERSATION WITH MINORITY FACULTY: FACULTY DEVELOPMENT FOR A DIVERSE CAMPUS

9:00-9:45 a.m.-Continental Breakfast – set up in Room D
Brief Review-Room A

9:45-10:30 a.m.-Faculty Reaction/Commentary-Room A

10:30 – 10:45 a.m.-Break-Room D

10:45 – 11:30 a.m.-The Challenge of Campus Diversity-Room A

SCHOLARS lead the faculty in a discussion of the key issues that enhance and/or impede faculty careers. Through an analysis of specific issues on particular campuses we will work toward a general overview of major issues.

11:30 a.m.-12:30 p.m. Building a New Future-Room A

SCHOLARS lead faculty in a discussion of strategies for professional success. Participants will be challenged to develop both individual and collective strategies that are effective over time with modest resources.

12:30 p.m.-Concluding participant responses-Room A

1:15 p.m.-ACS Evaluation and Reimbursement form-Room A

1:15-2:15PM-Lunch-Room D

2:15 pm-Adjourn-Van takes participants to airport or hotel

Appendix F

Campus Climate Survey

Appendix F

Spring 2007 Campus Climate Questionnaire

Thank you for volunteering your time to participate.

One concern you might have is confidentiality of your responses. You should know that your numerical responses will never be presented individually and only will be part of summary, group statistics. Your open-ended, typed-in responses could be presented individually as quotes in technical reports or PowerPoint presentations, but they will not be presented with information that could reveal to someone in the Rhodes community who you are. We will also change or omit details of your comments that we feel might compromise your anonymity, such as your major, your sports team, your Greek affiliation, etc

You are free to withdraw at any time without penalty. If you feel uncomfortable answering any of the questions, you may discontinue at any time or skip to the next question. If you experience any stress, anxiety or psychological discomfort as a result of participation in this survey, please contact either Professors Anita Davis, Chris Wetzel, and Carla Shirley, or contact the Counseling Center at x3128.

One more request: Please consider releasing your ID# to us. This will allow us to track year-to-year changes in your climate perceptions and to track variables that might be related to student attrition. Your name will never be included in the data. Your responses will not be anonymous because a Rhodes official in the registrar's or information services department, for example, potentially could look up your ID number to discover who you are. Since these officials must sign a confidentiality agreement (not to disclose your personal data without your permission to people who are not college officials), your responses still will be confidential.

1. Can we use your ID# in the survey data? 1. No. 2. Yes

3. Class: 1. First year 2. Sophomore 3. Junior 4. Senior

4. Residency: 1. commuting from home 2. off campus 3. residence hall

5. Are you an international student? 1. No 2. Yes

6. Race :
    1. American Indian and Alaska Native
    2. Asian American
    3. Black or African American
    4. Latino / Hispanic American
    5. Native Hawaiian and other Pacific Islander

6. White American (non-Hispanic)
7. Bi/Multiracial
8. Other_____

7. Sex: 1. Female 2. Male

PLEASE NOTE that the abbreviation found throughout the survey, "GLBTiq", refers to "gay, lesbian, bisexual, transgendered, intersexed, or questioning students."

8. Sexual orientation
   1. heterosexual
   2. questioning or unsure
   3. GLBTi

9. What is your family's social class position?
   1. Working-Poor
   2. Working-class
   3. Lower-middle class
   4. Upper-middle class
   5. Upper class

10. Political orientation
   1. very liberal
   2. liberal
   3. independent
   4. conservative
   5. very conservative

11. Religious affiliation
   1. Atheist
   2. Baptist
   3. Catholic
   4. Episcopalian
   5. Jewish
   6. Lutheran
   7. Methodist
   8. Morman
   9. Muslim
   10. Presbyterian
   11. Other: _____

12a. I am a devout believer who strictly follows my religion's practices
SCALE: *strongly disagree* *disagree* *unsure* *agree* *strongly agree*
1 2 3 4 5
12b. My religious beliefs influence my acceptance of others

SCALE: *strongly disagree* *disagree* *unsure* *agree* *strongly agree*
1 2 3 4 5

13. How much school have your main caregivers completed?

a. Caregiver 1: male female	c.**Caregiver 2**: male female
b. less than high school	(1).less than school
high school diploma or GED	(2) high school diploma or GED
some college	(3) some college
vocational/technical school degree	(4) vocational/technical school degree
college graduate	(5) college graduate
graduate/professional degree	(6) graduate/professional degree

14. Please indicate the occupation of your main caregiver(s).
    a) Caregiver 1 _____
    b) Caregiver 2 _____

15. Generally speaking, how much interaction have you had PRIOR to coming to this college with people different from you in the following ways: *1 = none 2 = almost none 3 = some 4 = a great deal*
    a. Different races or ethnicities
    b. Different sexual orientations
    c. Different religions
    d. Different social classes
    e. Different political beliefs
    f. Different countries

16. Type of High School attended
    1. Almost All White
    2. Majority White
    3. Racially Diverse (no more than 60% in any one group)
    4. Majority People of Color
    5. Almost All People of Color

17. High School location: 1. City 2. Rural 3. Suburban

18. High School Affiliation: 1. Private (nondenominational) 2. Private (religious affiliation) 3. Public

19. Current college overall GPA: (enter a single value) _____

20. Major or intended major at Rhodes
    1. Undecided
    2. Bridge, double, self-designed majors and combined dept majors with International Studies
    3. Anthropology & Sociology
    4. Art
    5. Biology

6. BioChemistry & Molecular Biology
7. Business
8. Chemistry
9. Computer Science
10. Economics
11. Economics & Business
12. English
13. Greek & Roman Studies
14. History
15. International Studies
16. Latin American Studies
17. Mathematics
18. Modern Languages
19. Music
20. Neuroscience
21. Philosophy
22. Physics
23. Political Science
24. Psychology
25. Religious Studies
26. Theatre
27. Urban Studies

21. In which activities do you participate (check as many as apply)?
    a. campus-based religious groups (1)
    b. fraternities/sororities (2)
    c. intramurals (3)
    d. musical groups (Singers, etc.) (4)
    e. off-campus service activities (5)
    f. on-campus service organizations (6)
    g. varsity/club sports (7)
    h. BSA, RICE, HOLA, ASIA, GSA and other multicultural organizations (8)
    i. academic honor societies (9)
    j. other student organizations (RSG, SRC, HC, RA, PA, etc.) (10)
    k. Diversity training groups such as NCBI, Safe Zones, etc. (11)

22. Did you work for pay during the academic school year: NO YES

    If checked yes,

    23. How many hrs per week on average do you work? enter a single number:

_____

    24. You work in order to(you may check more than one):
        a. Make extra spending money
        b. Pay school tuition & fees
        c. Pay other bills
        d. Help support my family
        e. Save money for the future

f. Gain work experience or exposure
g. Build my resume
h. Build professional contacts & networks
i. Secure a full-time position after graduating

25. How many semesters have you engaged in community service here at Rhodes?

0 1 2 3 4 5 6 7 8

If Q25 > 0,

26. The community service site/activity in which I have made the largest personal investment during my time at Rhodes : (you may select more than one):

a. addresses community health
b. serves racial/ethnic minorities
c. serves the poor and/or homeless
d. serves a particular gender
e. serves a particular age group (eg., youth, elderly)
f. promotes literacy and education
g. promotes peace, justice, and respect for the environment
h. has a particular religious affiliation
i. has a particular sexual orientation or affiliation
j. has a particular political affiliation
k. fulfills a requirement for a class or an extracurricular organization
l. Other:____

II. General attitudes about Rhodes College

27. In your opinion, what is the one thing you would change at Rhodes that would make it a better fit for you? _____

28. If you had to do it over again, you would

1. Definitely NOT apply to Rhodes
2. Probably NOT apply to Rhodes
3. Unsure what I would do
4. Probably apply to Rhodes
5. Definitely apply to Rhodes

29. In contemplating transferring from Rhodes have you:

1. Decided to transfer
2. Seriously considered transferring
3. Often thought about transferring but never seriously entertained it
4. Rarely thought about transferring
5. Never considered transferring

30.[only if q29 = 1 or 2] Briefly describe the factors that led you to decide to leave_____

31. [only if q29 = 3 or 4] Briefly describe the factors that led you to decide to stay_____

32. Do you think that the majority of Rhodes students are in:

1. a lower social class than you
2. the same social class as you
3. a higher social class than you

33. Rhodes college successfully addresses campus issues related to:

strongly disagree disagree unsure agree strongly agree

a. race or racism
b. religious beliefs or harassment
c. sex/gender or sexism
d. sexual orientation or homophobia
e. social classism
f. political intolerance

34. Treatment of groups on campus. Use the following scale for these questions:

1 2 3 4 5 6
Much worse worse slightly worse the same slightly better better much better 7

a. Compared to White students, how are non-white students treated on this campus as a whole?
b. Compared to upperclass students, how are working-class students treated on this campus as a whole?
c. Compared to male students, how are female students treated on this campus as a whole?
d. Compared to heterosexuals, how are GLBTiq students treated on this campus as a whole?
e. Compared to politically conservative students, how are liberal students treated on this campus as a whole?
f. Compared to Christian students, how are non-Christians treated on this campus as a whole?
g. Compared to Greek students, how are independent students treated as a whole?

35. Attitudes about diversity

SCALE: *strongly disagree* *disagree* *unsure* *agree* *strongly agree*
1 2 3 4 5

a. People who are concerned about diversity should transfer to a more diverse campus.
b. We should NOT focus on differences between cultural groups, but on our common humanity.
c. Focusing attention to diversity causes unnecessary conflicts and problems on this campus.

36. Which groups should Rhodes make special efforts to recruit as students (please check all that apply)?

a. no special efforts should be taken to recruit any particular kind of student
b. Hispanic Americans
c. Native Americans
d. Asian Americans
e. African Americans
f. White Americans
g. GLBTiq (gay, lesbian, bisexual, transgendered, intersex, questioning)
h. Non-Christians
i. International Students
j. Poor/Working Class Students
k. Non-Southerners
l. Students older than age 25

37. In general, how much emphasis on diversity issues is there at Rhodes?

1. too little
2.
3. just right
4.
5. too much

38. How skilled do you feel each of the following groups are in working with students from diverse backgrounds

Scale: not at all somewhat skilled very skilled I don't know/no contact

a. Faculty advisors.
b. faculty members of your major department
c. Dean of students staff members that you come into contact
d. Residence Life staff members that you come into contact
e. My residence hall advisor (RA)
f. Campus safety staff that you come into contact with
g. Athletic office staff that you come into contact with
h. Admissions staff that you come into contact with
i. Grounds/house-keeping and maintenance staff that you come into contact with

III. Classroom Environment

39. Have you had a class at Rhodes from any of the following?

no *perhaps* *yes*

a. Non-white American faculty
b. Openly GLBTiq faculty
c. International faculty
d. Non-Christian faculty
e. Faculty from a working class background

40. Number of times you have heard a student make an insensitive or disparaging remark in the class about:

never *once a semester* *once a month* *once a week* *daily*

a. GLBTiq
b. International students
c. social class
d. religion
e. race/ethnicity
f. Women
g. Men
h. Memphis Community
i. Political groups
j. Greek/independent status

41. Whenever you have heard a student make an insensitive remark in class, what have most professors done?

1. supported the remark
2. ignored the remark
3. tried to deal with it but were ineffective
4. dealt with it and were somewhat effective
5. dealt with it effectively

42. How often does diversity come up as a topic of discussion in classes <u>outside your major</u> ?

never *once a semester* *once a month* *once a week* *daily*

43. Overall, how skilled are professors <u>outside your major</u> in facilitating discussions of diversity issues in your classroom?

not at all *somewhat* *skilled* *very skilled* *I don't know*

IV. Questions concerning classes in your major

The following questions apply to classes only in your major

44. How often does diversity come up as a topic of discussion in your major classes?

never *once a semester* *once a month* *once a week* *daily*

45. Overall, how skilled are professors <u>in your major</u> in facilitating discussions of diversity issues in your classroom?

not at all *somewhat* *skilled* *very skilled* *I don't know*

46. I feel my major department is committed to creating a diverse environment in relation to:

N/A *strongly disagree* *disagree* *unsure* *agree* *strongly agree*

0 *1* *2* *3* *4* *5*

a. race/ethnicity
b. religion
c. gender
d. social class
e. sexual orientation
f. political beliefs

47. The professors in my major are fair to all students regardless of their*: no perhaps yes*

a. social class
b. gender
c. race or ethnicity
d. religious beliefs
e. sexual orientation
f. political beliefs

48. Interactions between students from different ____ in my classes within <u>my major</u> have created tensions and arguments. *no perhaps yes*

a. social classes
b. genders
c. races
d. religious beliefs
e. sexual orientations
f. political beliefs

49. Interactions between students from different ____ in my classes within <u>my major</u> have resulted in increased growth and understanding. *no perhaps yes*

a. social classes
b. genders
c. races
d. religious beliefs
e. sexual orientation
f. political beliefs

50. Faculty expect me to represent my _____ group in discussions in classes within <u>my major</u>.

no perhaps yes

a. social class
b. gender
c. race or ethnicity
d. religious beliefs
e. sexual orientation
f. political

51. Students expect me to represent my _____ group in discussions in classes within my major.

no perhaps yes

a. social class
b. gender
c. race or ethnicity
d. religious beliefs
e. sexual orientation
f. political

V. Outside the Classroom: Interactions

52. Generally speaking, how much interaction have you had SINCE coming to this college with people different from you in the following ways: *1 = none 2 = almost none 3 = some 4 = a great deal*

a. Different races or ethnicities
b. Different sexual orientations
c. Different religions
d. Different social classes
e. Different political beliefs
f. Different countries

53. SCALE: *strongly disagree disagree unsure agree strongly agree*

a. The Student Orientation Program assisted me in interacting with students from different backgrounds.
b. Student planned social activities (dances, parties, concerts, Rites, etc.) on this campus meet my needs and/or interests.
c. Rhodes has done a good job providing programs and activities that promote multicultural understanding.
d. Rhodes-sponsored cultural/educational events (speakers, lectures, theater, music programs, etc) on this campus meet my needs and/or interests.

54 In terms of attending diversity or multicultural activities, (pick one that describes you the best):

1. I have never attended an event this year
2. I have attended a few events
3. I have attended many events
4. I have planned and attended some events

55. The residence halls produce an environment that is welcoming for all students.
strongly disagree disagree unsure agree strongly agree

56. I would be comfortable with a roommate with _____ :
strongly disagree disagree unsure agree strongly agree

a. a different race/ethnicity
b. a different sexual orientation
c. different religious beliefs
d. different political beliefs
e. a different social class
f. an international student

57. How often do you see disparaging student graffiti or flyers/posters on this campus concerning:
none some a great deal

a. races/ethnicities
b. sexual orientations
c. religions
d. social classes
e. political groups
f. genders
g. greeks/independents

58. Number of times you have heard a student make an insensitive or disparaging remark OUTSIDE THE CLASSROOM about: *never once a semester once a month once a week daily*

a. GLBTiq
b. International students
c. social class
d. religion
e. race/ethnicity
f. Women
g. Men
h. Memphis Community
i. Political groups
j. Greek/independent status

59. Outside of class but on campus, have you witnessed or experienced an act of discrimination or harassment involving each of the following areas? *no perhaps yes*

a. race
b. gender
c. sexual orientation

d. social class
e. politics
f. religion
g. Greek/Independent status

60. For any one of the categories that you checked "perhaps" or "yes," to on q59, please tell us: 1) whether it happened to you or someone else, 2) who did it (student, staff, faculty), and 3) the form of the action (e.g. physical, verbal, written, etc.)

_____

61. If you have observed or experienced an act of discrimination on campus for each of these areas, did you

report it to school officials? *No Yes*

a. race
b. gender
c. sexual orientation
d. social class
e. political
f. religious

62. If you felt like you were discriminated against at Rhodes, what would you do?

_____

63. If someone reported an act of discrimination to school officials, how likely is it that nothing would happen?

not all likely somewhat likely very likely highly likely

VI. Personal reactions

64. Comfort level. *strongly disagree disagree neutral agree strongly* agree

a. I feel that Rhodes is a safe place to express concerns or discontent about sexual orientation issues without penalty.
b. I feel that Rhodes is a safe place to express concerns or discontent about racial/ethnic issues without penalties.
c. I feel that Rhodes is a safe place to express my religious views without penalties.
d. I feel as though I belong in the Rhodes College campus community.
e. My experiences since coming to Rhodes College have led me to become more understanding of cultural differences.
f. I feel awkward around students whose sexual orientations are different from mine.
g. I feel awkward around students whose social class is different from mine.

65. Please check the appropriate answer.

very strongly disagree strongly disagree disagree unsure agree strongly agree very stongly agree

a. Overall, being a member of my race has very little to do with how I feel about myself.
b. Being a member of my racial group is an important reflection of who I am.
c. In general, being a member of my race is an important part of my self-image.

66. True or false questions. *true false*
a. I have never intensely disliked anyone.
b. I like to gossip at times.
c. No matter who I'm talking to, I'm always a good listener.
d. There have been occasions when I took advantage of someone.
e. I sometimes try to get even, rather than forgive and forget.
f. I am always courteous, even to people who are disagreeable.
g. I have never been irked when people expressed ideas very different from my own.
h. There have been times when I was quite jealous of the good fortune of others.
i. I am sometimes irritated by people who ask favors of me.
j. I sometimes think when people have a misfortune they only got what they deserved.
k. I have never deliberately said something to hurt someone's feelings.
l. I have almost never felt the urge to tell someone off.

67. Social Questions. *strongly disagree disagree unsure agree strongly agree*
a. White people have certain advantages that minorities do not have in this society.
b. Men have certain advantages that women do not have in this society.
c. Heterosexuals have certain advantages that gays do not have in this society.
d. People in the upper classes have certain advantages that others do not have in this society.
e. My skin color (race) is an asset to me in my everyday life.
f. My gender is an asset to me in my everyday life
g. My social class is an asset to me in my everyday life
h My sexual orientation is an asset in my everyday life
f. Homosexuality/bisexuality is a natural expression of sexuality in humans.
h. Marriage between gay people should be legalized.
i. I feel compelled to reduce social class inequality.
j. I feel compelled to reduce racial inequality.
k. I feel compelled to reduce gender inequality.
l. I feel compelled to reduce sexual orientation inequality.
m. When other students make derogatory comments about lower social class individuals or groups, they usually are referring to racial minorities.
n. Students of lower class backgrounds have just as many opportunities to participate in campus social life as do students of higher class backgrounds**.**

68. Health. *not true of me a little true of me somewhat true of me true of me very true of me*
a. I have high self-esteem.

b. My life is very stressful.
c. I am physically healthy.
d. I get depressed.
e. When I party, I will have 5 or more alcoholic drinks in an evening.

69. How many times have you done the campus climate survey?

1. This is my first time
2. This is my second time
3. This is my third time
4. This is my fourth time

70. Please describe an experience and/or general feeling of NOT belonging on this campus. Be sure to include what aspect of your identity (e.g., gender, race/ethnicity, sexual orientation, etc) was involved. Please describe everything that happened from beginning to end, but don't provide any real names.

_____

71. Please describe an experience and/or general feeling of belonging on this campus. Be sure to include what aspect of your identity (e.g., gender, race/ethnicity, sexual orientation, etc) was involved. Please describe everything that happened from beginning to end, but don't provide any real names.

_____

Appendix G

Diversity Planning Committee

Diversity Planning Sub-Committee Summer 2007 Meeting Agenda

Diversity Planning Sub-Committee Summer 2007 Meeting Summary

Diversity Planning Committee Fall 2007 Meeting and Workshop Agenda

Diversity Planning Committee Fall 2007 Meeting and Workshop Summary

Associated Colleges of the South
Diversity Planning Sub-Committee Meeting
Hilton Atlanta Airport Hotel-Room 701
July 24, 2007

AGENDA

12:00 pm- Arrive at Hilton Atlanta Airport Hotel-Conference Room 701

12:15 pm-Welcome, Introductions-Jim Hunt, Chair

12:30 pm-Lunch Served (Working Lunch)

12:30 pm-Overview of Diversity Activities -Woodruff Grant-Marcia White, Jim Hunt

a. Activities to Date
b. Grant end date
c. Fall Wrap Up

1:30 pm- Grants given in Student Led Collaboration with Faculty & Staff-Marcia White

2:00 pm- Grants given in Campus Leadership Models-Idella Glenn

2:30 pm-Ideas for increasing proposal submissions and use of funds-Jim Hunt and group

3:00 pm-Fall Wrap Up Meeting at Sewanee Brainstorming-Eric Benjamin and group

a. Possible student attendance for this mtg or a future mtg-costs
b. Best Practices at ACS Schools

3:30 pm- New funding Sources & next steps

4:00 pm-Adjourn

<u>Attendees</u>
Jim Hunt
Ron Swain
Eric Benjamin
Idella Glenn
Brit Katz
Marcia White

This meeting is supported by the Robert W. Woodruff Foundation

Associated Colleges of the South

Diversity Sub-Committee Summer Meeting Summary

Atlanta, GA

July 24, 2007

In Attendance in Atlanta:

Jim Hunt-Committee Chair
Eric Benjamin
Ron Swain
Idella Glenn
Brit Katz
Marcia White-ACS

Absent

Darrel Colson

- **Subcommittee reviewed meeting agenda and what has been completed under Woodruff Foundation grant to date.**
- **Ask Woodruff Foundation for extension of grant end date to July 30, 08**
- **Reviewed grants given in both areas of diversity.**
- **In discussing Conversation with Minority Faculty Workshop**:
    1. It was decided to send tenure tips to our committee
    2. Consider sharing with deans that faculty should be encouraged to work with students and student organizations while striving for tenure.
    3. Departmental politics are hard to navigate and minority faculty sometimes need assistance with this when new.
    4. It was decided to let Deans know what issues are surrounding tenure and minority faculty in general and suggest which we will focus on in what order-create recommendations
    5. Get a commitment from Deans on recommendations that they can then share with the Presidents for the presidents' input and agreement

- **Students meeting with Deans at Deans Meetings**- Jim to recommend to Deans that student reports and conversation continue at each meeting
- **Idella to attend SACSA**-Southern Association of College Student Affairs conference in November 07 in Dallas with some ACS support. She will give a session on diversity projects resulting from the Woodruff grant under Campus Leadership Models and under Student Led Collaboration with Faculty/ Staff.
- **In discussing Diversity Web Page:**
    1. ACS Diversity Web pages will be discussed again at a future Deans Mtg to give deans who have not come on board an opportunity to do so.
    2. Link ACS Web pages to ACS Diversity Activities-grant project lists, workshops etc.
    3. Add photos of Diversity Grant Activities to grant projects

4. Link from each schools Diversity pages to ACS diversity pages through ACS multicultural affairs divisions
5. ACS link its diversity pages to the Schools diversity /multicultural pages and the admission pages of those schools that have given permission
6. Get photographs to fade in and out showing different schools photos if possible for ACS web pages

- **Fall 07 Oct 19 & 20 Diversity mtg at Sewanee**-went over tentative agenda

1. Invite committee, representatives of projects as presenters, and an evaluator
2. Ask evaluator to create a survey tool to get to schools that participated in grant projects. ($3000 from grant for evaluator)
3. Mtg time on Saturday, October 20-8:00am-3pm, We meet for dinner at 6:30pm in lobby of the Best Western Smokehouse on Friday, Oct 19th.

- **June 2008 Diversity Leadership Summit**

1. **<u>June 12, 2008 mtg proposed in Atlanta</u>** at the same time ACS Presidents are meeting
2. Mtg to include Student leadership-1or 2 diversity students from each ACS school, Academic Dean ,VP for Student Affairs and Multicultural Affairs Officers/ faculty contact person from each school, Presidents to join the group for an hour at the end of their meeting.
3. ACS pick up food and housing
4. Emory suggested as location
5. Brit quoted an $80 per person fee for food and housing at Emory
6. Schools pick up travel expenses except for those too far away with little funds-Centre and Centenary
7. Take $10,000 from each grant area-total of $20,000 to fund June meeting
8. May invite institutional research people to meeting
9. Discuss what we are doing in multicultural areas at each school-Best Practices
10. For future funding-what should be the focus? Should it still be race and ethnicity? Other agenda items?
11. Jim ask Academic Deans to hold the meeting time in June 08-pay their own way
12. Brit to ask Deans of Students to hold meeting time-June 08-pay their own way

- **Best Practices**
  1. Have best practice/programs on diversity within ACS posted on website
  2. Categories
     - Faculty recruitment and retention
     - Student organizations and demographics
     - Student recruitment, retention and graduation rates
     - Programming and activities/events
     - Training-NCBI etc.
     - Outreach-eg. tutoring, upward bound, bridge programs

- Services-eg. Group counseling and tutoring

3. Subcommittee members contact schools ASAP to ask for this information from the Multicultural Affairs contacts, VP of Student Affairs, Deans (Jim)
   - Have information sent to Marcia at ACS before October 10.

- Brit to contact BSC, Rhodes, Centenary and Millsaps
- Idella to contact Davidson, Furman, W & L and Rollins
- Jim to contact Trinity, Centre, Southwestern and Hendrix
- Eric to contact Sewanee, Richmond, Spelman and Morehouse

- **Encourage Proposal Submission for Diversity Grants ASAP**
  1. Each subcommittee member to do this as an additional item in their emails on Best Practices

Associated Colleges of the South
Diversity Planning Committee
Fall Diversity Wrap Up
University of the South: Sewanee
October 19 & 20, 2007

AGENDA

Friday, October 19, 2007

6:30 pm- Meet in lobby of Best Western Smokehouse, Monteagle, Tennessee for van to Dinner

7:00 pm-Dinner at McGriff Alumni house with our hosts Eric Benjamin and Eric Hartman

9:30 pm-Van to return to hotel

Saturday, October 20, 2007

7:30 am- Check out & meet in hotel lobby for van to Sewanee campus-McClurg Hall

8:00 am-Continental Breakfast-McClurg Dining Hall

8:15 am -Welcome and Housekeeping-Eric Benjamin, Dr. Eric Hartman

8:30 am- Purpose and Introductions- Dr. Jim Hunt, Chair

8:45 am-Overview of Diversity Activities-Woodruff Grant-Marcia White, Dr. Jim Hunt

d. Activities to Date
e. Grant end date
f. Diversity Leadership Summit-June 12, 2008-confirmed with Presidents for June 12, 1l am-12 pm

9:00 am-Grants given in Student Led Collaboration with Faculty & Staff-Marcia White

9:15 am-"As Seen On TV"-Dr. Kathleen Juhl, Southwestern University

9:45 am-"Black Student Leadership Conference"- Rod Kelley, Furman University

10:15 am-Grants given in Campus Leadership Models-Marcia White

10:30 am-"Training for Social Change Workshop"-Maruxa Murphy, Rollins College

11:00 am- “Forum for Leaders of Greek Organizations Workshop”, William ‘Burr’ Datz, Washington & Lee University

11:30 am- Diversity Student Recruitment & Graduation Rates -POSSE-Dr. Beau Weston, Centre College, Dr. Eric Hartman & Eric Benjamin, Sewanee

12:15 pm-(Working Lunch)& Sharing of Best Practices at ACS schools-entire group-Tower Room

1:15 pm- Next Steps and Evaluation/Survey-Dr. David Taylor, Diversity Consultant

2:15 pm- Diversity Leadership Summit-June 2008

2:30 pm-Evaluation and reimbursement forms

3:00 pm-Adjourn

3:15 pm-Van to hotel for Groome shuttle to airport

This meeting is supported by the Robert W. Woodruff Foundation

ACS Diversity Planning Committee Meeting Fall Wrap Up Summary

University of the South: Sewanee
10/20/07
8:00am-3:00pm

In Attendance

Jim Hunt	Maruxa Murphy
Eric Benjamin	Rod Kelley
Ron Swain	Beau Weston
Darrel Colson	Burr Datz
Eric Hartman	Kathleen Juhl
Nicole Loyd	David Taylor
Kesha Baoua	Marcia White
Sheryl Wilburn	

- Welcome by hosts Eric Benjamin & Eric Hartman
- Jim Hunt went over meeting purpose
- **Participants led by Marcia White reviewed meeting agenda and what has been completed under Woodruff grant to date & what is up coming**
    a. Minority Faculty Recruitment Workshop
    b. Conversation with ACS Minority Faculty Workshop
    c. Diversity Web Pages
    d. Campus Climate Survey
    e. 24 (including one since the meeting)Grants given in 2 areas of diversity. Grants still available
    f. Survey/Evaluation being developed of Diversity activities on campus: grant and non-grant related
    g. Up-coming Diversity Leadership Summit-June 11 & 12, 2008 in Atlanta (meeting with ACS Presidents June 12, 11am-12pm)
    h. Jim is going to recommend that the Deans include minority students at their Deans meetings as a part of the agenda on an on-going basis

- ACS is requesting an extension of the Woodruff grant end date to July 30, 08
- Reviewed grants given in both areas of diversity: Student Led Collaboration with Faculty & Staff and Leadership Models.
- **First presentation "As Seen On TV"-Dr. Kathleen Juhl, Southwestern University**
    a. Theater project involving students & faculty

b. HS and College students helped write the script & perform the show which used popular TV shows & commercial to illustrate how we stereotype people, look for ways to exclude them and portray injustices
c. 800 H.S. & 200 SW students saw the production
d. Discussed political issues like the James Byrd murder in Jasper, Texas
e. Focused on activism-what can students do to change things in this lifetime
f. Juhl felt HS students were more open with their feelings
g. Juhl felt College students were saying the appropriate politically correct things, but not being honest about their feelings
h. Juhl talked about the Disabilities Project-another theatre project partially funded by ACS about people with disabilities and what they face on campus and in life

- **Second presentation " Black Student Leadership Conference"-Rod Kelley, Furman University**
    a. March 23-24, 2007 held Furman University
    b. Presented a power point with overview and outcomes of the conference
    c. Students came from Furman, Davidson and Presbyterian Colleges
    d. Planned jointly by students and faculty of all 3 institutions
    e. Purpose: To empower students of color in several areas:
        Help students claim the legacy of leadership and service left by African American leaders
        2) Expose students to practical leadership skills that can help them become confident leaders who realize their personal, professional, and spiritual goals
        3) Provide a forum for discussing issues common to students of color at small, private colleges and university in North Carolina, South Carolina, and Virginia
        4) Challenge students to build multicultural student organizations that provide a welcoming and affirming environment for students of color
        5) Give students an opportunity to expand their personal and professional networks while enjoying high-energy entertainment

    e. Agenda included: Topics: Racism in 2007, Black Greeks, Money Management, Campus Issues Dialogues, Dating and Relationships
    f. Lunch discussions among groups of students from all 3 schools-sharing issues common to all eg: dating in & outside your race
    g. Event culminated in an evening social event-dance
    h. Successful event, will be repeated on Feb. 2, 2008 at Davidson College
    i. The 2008 event will focus on Leadership Development
    j. Washington and Lee University will also take part in the 2008 conference

- **Third Presentation "Tracing Chicanismo-History, Community & Impact"- Robert Huesca, Trinity University**

  Took place April 14, 2007 at Trinity University

  Origins

  a. Student driven and born out of frustration with:
  b. Limited diversity on campus
  c. Latino student group (activities are mostly social, not political, activist, or educational)
  d. Lack of courses on Chicano history

  Problem

  e. Hispanic population has grown on campus, but knowledge of the Chicano Movement has declined
  f. Students tend to recoil at the term "Chicano"
  g. Workshop driven by the basic question: "What is a Chicano?"

  Objectives

  h. Address the misunderstanding and historical amnesia regarding the Chicano Movement on campus
  i. Invigorate student life by recovering the legacy of awareness, political engagement, and activism of the Movement

  Method

  j. All day workshop
  k. Panels combining expert opinion with contemporary student perspectives
  l. Topics encompass historical origins, social and political contributions, and contemporary relevance
  m. Panels brought together local artists, scholars, and leaders from government. Each panel included student respondents
  n. Panels included ample time for conversation and questions
  o. Refreshments and informal periods for interaction were included

  Event Characteristics

  - A final session was held at the end to discuss ways to continue events at Trinity
  - Participants filled out an evaluation form reflecting interest, knowledge, attitudes
  - Focus group was held one week following the workshop
  - Attendance reached about 40 different students and faculty members throughout the day
  - Planning session generated 4 concrete ideas:
  - Create Chicano alumni association (first event slated for Oct. 20, 2007)
  - Flor y canto literary events (one scheduled for fall 07)
  - High school outreach program (no follow up yet)
  - Ad hoc committee to increase admissions efforts to recruit Chicanos (no follow up yet)
  - Survey measured interest, knowledge, and attitudes about the Chicano Movement

Fourth Presentation "Training for Social Change Workshop"- Maruxa Murphy, Rollins College

a. Held March 2006-Gave faculty tools to work with Students as responsible leaders
b. Trained 30 faculty, staff and administrators to continue to build communities of change and responsibility on campus
c. Designed to give tools to transform pedagogies, students and themselves to appreciate multiculturalism
d. Followed up by a training in 2007 to infuse multiculturalism into the fabric of the institutions policies and actions
e. **Multicultural Retreat- March 2007**- 34 Students and 9 Faculty participated in a 1 and ½ day retreat-planned by students with minimal faculty guidance.
f. Establish relationships amongst students of diverse identities.
g. Identified areas of privilege, power, and oppression and providing open dialogues around these issues.
h. Collaborated with faculty/staff who are interested in getting social advocacy in motion.
i. Engaged students in advocacy for underrepresented and marginalized populations on campus
j. **Safe Zone Training** –additional workshop scheduled for 2008
k. What is the purpose? To create a safer, more supportive environment for gay, lesbian, bisexual, transgender, queer, and intersex communities. They also plan to educate the campus on issues related to the GLBTIQ experiences and create allies of the GLBTQI communities.

Fifth Presentation "Forum For Leaders of Greek Organizations Workshop," William "Burr" Datz, Washington & Lee University

a. Took place on Feb 2-3, 2007
b. First training was for 15 key leaders of the fraternities & sororities on Feb 2
c. 2nd training was attended by over 140 students participated from fraternities and sororities on Feb 3
d. The Virginia Conference for Community and Justice led both the trainings and administered and summarized the evaluation
e. Program Objectives:
    - Express awareness of how attitudes, beliefs, language & behaviors impact relationships bet students, staff & faculty
    - Increase communication skills
    - Empower leaders to educate and motivate larger W&L community
    - Be prepared to develop personal action plans to promote a diverse & inclusive environment

- Conversations highlighted the power of language, the relationship bet Black Greek orgs & other Greek Orgs, White privilege and advantage

f. Program Sessions: Break the Cycle: Be the Change focused on prejudice and challenged accepted hurtful thinking, the second session was "Anticipating Challenges and Identifying Resources" brainstormed what might make it difficult for students to feel affirmed at W & L based on their identities. What resources can help them respond to the challenges?
g. Many students found the program valuable because it moderated discussion on crucial issues that are often unaddressed.

Content of Character Workshop as held at W& L on Sept 29, 2007

a. 1 hour presentation & discussion groups afterwards
b. Used the Matrix Movie and Peggy McIntosh's White Privilege information.
c. Participants built towers in groups with materials given. Each group had an unequal amount of materials and some groups had little and some had a lot-exploring socioeconomic privilege
d. 80% of students are part of Greek orgs
e. In the fall 12 faculty will be trained in facilitation skills in this workshop, so training can continue with new student groups.

Diversity Student Recruitment and Graduation Rates, Beau Weston, Centre College and Eric Hartman and Eric Benjamin, Sewanee

POSSE Scholars at Centre College- there are 2 groups of POSSE scholars at Centre. Beau Weston gave an overview of the program at Centre. He is a mentor for the first group of POSSE students there. POSSE is a leadership scholarship. The Posse Foundation "seeks the best kids in the worst schools" in several large US cities. It is not a minority or diversity scholarship. Since the cities are diverse, the scholars are diverse. 90% + graduate.

Posse cities are New York, Chicago, Los Angeles, Boston, Washington, D.C. and Atlanta Colleges partner with one city. Centre partners with Boston. Colleges can have more than one posse, and they can come from different cities. Posse is mostly in small liberal arts colleges. Not all Posse scholars are Hispanic or Black. The college pays $35,000 a year to the Posse Foundation. Posse produces 20 scholars of which the college chooses 10. The foundation trains them to be a Posse and the college gives each of them a full tuition scholarship and grant for 4 years. Most students require additional support. Beau gave out a handout outlining the program. It has been extremely successful and they are entering year two. It has made the whole campus more aware of diversity and privilege. Some of the students have become academic leaders on campus.

Eric Hartman of Sewanee spoke of year 1 of Posse at Sewanee. Their program was funded by alumni. The university pledged to work towards a more diverse student body

and raised money for this. It has helped the whole campus think and be part of a community. They are very excited and committed to its success.

Eric Benjamin of Sewanee spoke of the success they have had in recruiting and retaining diverse students. They recruit students from their Bridge program with HS students and through regular means. They had 100% retention rate for 2006 and a 92% retention rate for 2007. He said the look for academic success and personal satisfaction of each student. They attribute their success to: Bridge program, peer mentors and faculty mentors for students. It is a team effort between the Dean of students office, the multicultural office and the academic divisions.

How do you get diverse faculty? A Suggestion was made to hold workshops in each department on diverse faculty recruiting and its importance to institutional success. It was also suggested to utilize the group recruiting approach that POSSE began with faculty recruitment. Bring diverse faculty in in groups. Others suggested consulting CFD-Consortium for a Diverse Faculty
There is a diverse enrichment committee at Southwestern University that created an institutional plan not a committee plan to promote longevity in curriculum, faculty and activities.

David Taylor was hired to help us evaluate our efforts with ACS in diversity from the Woodruff Grant. He is a diversity consultant and the former Academic Dean at Morehouse College. He spoke with the group about possible next steps for the consortium to take in the diversity area once this grant has ended.
His suggestions were:

- To encourage diverse faculty to move on to administrative policy making positions and to other institutions to further their careers.
- Our programs and missions for diversity must be woven into the fabric of our institutions
- Must have board buy in and board action so it will be perpetuated
- ACS can only be a catalyst for change. It can't dictate to the institutions or their boards
- A vision without financial resources is hallucination
- You need a culture that can handle change at the institution
- Organizational capacity +$ for change is the priority
- Need committed faculty within each discipline
- Start with limited goals that are in line with the institution
- Be focused-have a 3-5 year plan and create another and another after that
- Have ways to measure and assess success
- Good to have institutional memory, but be ready to do the same thing a different way if need be
- Look at how faculty are being supported in curriculum development around diversity work? Must be supported by the budget.
- We must give incentives for Minority faculty of color to come to ACS schools
- If you want good faculty, you must do this, then go back and adjust all faculty salaries to be sure all is equitable

- Have money for both spouses if candidate is married and both need work or help spouse locate a position
- Academic affairs and Student Affairs must present a unified front on diversity goals
- Let students know ground rules up front on diversity and the culture and values of the university. Envelope and promote diversity from the top down. We need to help students understand they are going to learn from each other not just from their academics
- This understanding must be continual throughout each and every year with faculty and students
- Is there a critical mass in the consortium to support GLBT(Gay, Lesbian, bisexual, transsexual) issues with faculty and students?