

MEMORANDUM

DATE: April 1, 2008

TO: Hampshire Community
cc: Board of Trustees

FROM: Ralph J. Hexter

SUBJECT: Support for Active Anti-Racism at Hampshire College

As many of you know, on March 24, 2008, a group of students representing students of color (including international students) presented me as President with a series of seventeen demands to which they expected a response within a week. They simultaneously announced the events of "Action Awareness Week," which included student and faculty panels. The underlying questions are these: How actively anti-racist is Hampshire? How could it become more so? How could such a stance be best achieved? I and members of my Cabinet met with the students for three hours on Friday, March 27; over two hours on Saturday, March 28; and twice on Monday, March 31 for a total of an additional two and one-half hours in an effort to address the issues raised by the students and to answer their concerns. At the first Monday meeting, we shared with the students the administrative action items (appended to this memorandum) we had prepared in response to their concerns. At the second meeting, the students dismissed as unsatisfactory every item we proposed.

Since I sought throughout this period to engage in open dialogue with students with an eye to effecting real and sustainable change on the many significant issues students raised, until now I have refrained from public comment. I engaged in discussion and dialogue, even though I had very real reservations about the sustainability and efficacy of change brought about by attempting to devise policy and programs within the limited time the students requested. I believe that the students' rejection of the administrative action plan, and every item in it, as "unsatisfactory" proves that these reservations were well founded. I believe that the time has come to say unequivocally that no well-ordered institution short-circuits established structures of governance, responsibility and accountability, not to mention careful study of problems and full vetting of proposed solutions with due attention to resources, simply to satisfy some stakeholders' demands, however desirable and consonant with institutional goals the requests may be.

And consonant they are. No institution in this country escapes from the peculiar history of prejudice and discrimination along many parameters in these United States, none more tragically than along the parameter of race. Hampshire College, like its

peers, has been attending to issues of prejudice of all sorts, and racial in particular, for years. Yet we know that this is not always sufficient to guide the behavior of some members of the community, not only students but all of us at Hampshire. Over the two-and-a-half years I have been on campus, I have gained a sense of the overwhelmingly positive spirit of diversity that prevails at Hampshire. And even as we strive to achieve higher standards of active anti-racism, when one of us fails to live up to these standards, there is a shared, palpable sense of disappointment and disillusionment.

It was for that very reason that on May 19, 2007, following discussions with community members across campus, I released “Building a Diverse and More Inclusive Community” See: <http://www.hampshire.edu/cms/index.php?id=10825>. In that memorandum I announced a series of steps, including the upgrading of a position that had previously been in the Dean of Faculty’s office, with purview limited to Academic Affairs, to one at the presidential level. The aim was not just to bring the issue closer to me (and vice versa) but to guarantee that true institutional change within our highly complex organization receive the attention to complexity and nuance it requires. Professor Jaime Dávila, who was already working with me from within the dean’s office, took on the title of Special Presidential Assistant for Diversity and Multicultural Education on July 1, 2007, thus becoming a member of my senior administrative team. Professor Dávila convened a campus-wide Diversity Committee, comprised of students, staff, and faculty, to help identify issues, develop solutions, and effect campus-wide, real, and sustainable – I cannot emphasize that word enough – change.

A description of the scope and aims of the Diversity Committee is available at http://www.hampshire.edu/upl/fpg_245_10966_1206462929.pdf, along with details on the events it has sponsored and organized.

As far as “active anti-racism” is concerned, let me cite my own document dated October 9, 2007, “Making of the College 2.1” (MC2.1), which articulates a vision for Hampshire’s future. In MC2.1, I write:

When I refer to a “truly inclusive global future” and “inclusive sustainability,” I intentionally access the register of a number of efforts that set out not merely to reverse the exclusions that, over time, have separated and disadvantaged people belonging to one group or another but also to undo the cumulative and persistent after-effects of prior exclusions. This has direct relevance to the diversity initiative that emerged as an essential program within my administration. “Diversity” is a word that is sometimes felt to be unhelpfully vague, a word that can sometimes lead to misunderstanding; it may be more helpful to use different and more specific vocabularies along the way. For example, one of our most pressing responsibilities is to be actively anti-racist. The full dimensions

of our commitment must emerge in time, by means of repeated work with and across the entire Hampshire community. But I see no strain at all in linking active anti-racism to the kind of sustainability of human communities I describe.... ...[U]ndoing racism will have to be a part of any solutions we hope to achieve to make the global polity sustainable for Hampshire graduates of the twenty-first century.

Let me also here cite part of the footnote to this very paragraph:

As we move forward, these need to be not merely studied on the global stage but faced in the workings of our own campus. How, for example, should awareness of class and/or economic background inform our own strategic planning about tuition, total cost, and financial aid? These are difficult questions.

In a certain sense, then, when students came forward with the demand that Hampshire College be “actively anti-racist,” and asked what I as President had done to move us in that direction, I felt their question was entirely justified. I had myself announced it as a goal and included it in a “thought piece” meant to provoke discussion about long-term change and planning. Students appeared to be asking, understandably, that we hasten the realization of our commitment. For that reason it seemed especially appropriate to listen to these concerns, recognizing the real issues they reflected, with the kind of respect for all voices we strive to exhibit on our campus. Reasonable and appropriate also because it is possible to link solutions to the issues as framed by the students to administrative and other processes already underway, thus conducing to the kind of systemic change I as President insist on.

For those reasons, my chief administrators and I met with students who represented themselves as negotiating on behalf of a larger group of concerned students for three hours on Friday, March 28, and more than two additional hours on Saturday, March 29. Agreeing also to conform to their timetable out of a desire to “go the extra mile,” we provided the group with the document outlining seventeen “Administrative Action Items.” Our understanding on the basis of these students’ representations on Saturday was that they would either endorse their support for an eleven-o’clock Monday “walk out” or withhold their support for it. To our great disappointment, the same students informed us on Monday morning that “the communities we are reporting back to will decide whether your action plan is sufficient or if additional pressure needs to be put on your committee to better meet our demands.” Despite my disappointment, I agreed to meet with the same small group of students to learn what the response is of the larger group: as I noted earlier, the response was to dismiss categorically the action items individually and as a totality.

I nevertheless append the now-rejected March 31 “Administrative Action Items” for historical purposes. Those who may have feared that the administration was

unresponsive will see that this is definitely not the case. Hearing the students' many reservations and criticisms as well as their additions of related but in fact distinctly different requests to the mix convinced us all that the next action plan would need to offer pathways to solutions that involved a translation of students' proposals into concrete problems the root causes of which could be appropriately assessed and addressed. Only then can real and sustainable solutions be devised. We will make sure that our plan of action, to be forwarded tomorrow, is realistic in terms of its deliverability; our timetable will be as short as the responsible working of our administration permits. As the President, it is my duty to respect and preserve governance, responsibility and accountability within the College. It is my duty to marshal the college's resources in the most effective and responsible ways. Finally, it is my obligation as educator to assure that we the administration model the highest standards of evidence-based decision-making.

We are now taking the next step on the journey to a realization of what it means to be an "actively anti-racist" campus. It is the job of administrators, and mine as President, to guide the institution and balance a host of competing priorities, making certain that changes we effect are sustainable. As I wrote in my May, 2007, memorandum:

The history of Hampshire...teaches us that in order to attain our goals and truly to make Hampshire the institution we want it to be, grand gestures and rhetoric are far less helpful than steady effort on multiple levels. I want our college's commitment to diversity and inclusiveness to be woven in to the very fabric of our daily lives here. ...

As we move forward to realize this commitment, I enjoin the entire community to keep our discourse at all times civil and respectful. The events of the last ten days have occasioned a variety of responses and actions. For some, deep soul searching on what it means to be "actively anti-racist"; for others, intense debates with friends and colleagues over overt and subtle indicators of racism. These are healthy responses, and I encourage them. Other responses, however, have concerned me greatly. Reports of name-calling and hectoring suggest a campus climate in which our discourse lacks the civility and mutual respect each and every one of us has a right to expect as members of the Hampshire College community. Challenges of our views should not become, or be taken as, attacks on us as individuals. Whatever our differences may be, whatever critiques we may have of the college, it is my profound hope that our membership in this special academic community entitles us to the respect of our peers.

APPENDIX: MARCH 31, 2008 “ACTION PLAN” DEEMED UNSATISFACTORY BY STUDENTS

Introductory Note from the President

In Making of the College 2.1 (October 9, 2007), I wrote: “one of our most pressing responsibilities is to be actively anti-racist. The full dimensions of our commitment must emerge in time, by means of repeated work with and across the entire Hampshire community.” The establishment of the Special Presidential Assistant for Diversity and Multicultural Education and the appointment of the campus-wide Diversity Committee, both now fully engaging important problems, were first steps, but only first steps toward achieving these goals. The following Administrative Action Items may be looked on as some of the next. They represent the best efforts of my administration to address a specific set of student concerns, in some cases confirming and clarifying processes already underway, in other cases accelerating or expanding efforts. As the students with whom we spoke, most intensively on Friday, March 28, and Saturday, March 29, emphasized, it is the responsibility of the administration to develop and implement policy. As we move forward to turn these Action Items into reality, it will be important to engage all members of the community, and to ensure in future that we have adequate opportunities for regular discussion and review of all policies and practices so that, when the need becomes apparent, and after adequate time for preparation and appropriate consultation, policies can be amended and new ones can be readied for implementation with more time for comment and preparation. None of the action items below are to be construed as circumventing or altering the governance structure of the institution or the competencies and responsibilities of any administrator, including appropriate financial responsibilities.

With high hopes for the next steps on our journey, about which I can assure you I will have much to say in the coming weeks, especially the importance for civility and respect in all our discussions and personal interactions, I endorse the following Action Items and believe that each and every one of them has significant potential for good. For that reason, I am pleased to commit the administration to seeing to their initiation as well as their regular assessment and monitoring.

Ralph Hexter, President

Administrative Action Items

1. The Dean of Faculty will recruit from the current Hampshire faculty a Dean of Multicultural Education to serve within the Dean of Faculty office, beginning fall 2008, whose specific range of duties will be established by the dean of faculty. (The title may change as the Multiple Cultural Perspectives Requirement evolves.) The

Dean of Multicultural Education will work with the Teaching and Learning Center and with CASA to ensure that faculty master not only practices for fulfilling the Multiple Cultural Perspectives requirement but also best practices for teaching within an actively anti-racist college. Among the Dean's responsibilities will be working with the Special Presidential Assistant for Diversity to assess, monitor and if necessary revise the current Multicultural Perspectives requirement.

2. Working within the FTE allocation policy of the Dean of Faculty, Schools will be invited to compete for four positions in ALANA and Queer Studies. Schools will be asked to demonstrate how a requested position would fit into their school's as well as the college's overall curricular plan as well as furthering the College's commitment to being an actively anti-racist institution. The Dean of Faculty's decision will be guided by the quality of the Schools' requests as well as overall need. Two of these positions will be in place by 2010 and two in 2012.

3. A close working relationship between faculty and students is at the heart of a Hampshire education, so difficulties could arise when students develop these relationships with visiting and adjunct faculty on short-term contracts. Much-needed sabbaticals for long-term faculty require the hiring of visiting faculty. The Dean of Faculty and School Deans will take steps to make public the service terms of visiting and adjunct faculty. In the situation where it is possible to continue the short-term service of a visiting or adjunct faculty member, the Dean of Faculty and School Deans will closely examine student evaluations of courses as well as other feedback; School Deans will discuss options with their Schools (including student members) before making recommendations to the Dean of Faculty.

When regular faculty positions become open, School Deans sometimes request that a visiting faculty member be appointed to the regular position. If the visiting faculty member was originally hired through a competitive national search and if the Dean of Faculty agrees with the proposal, the Dean will write to the Affirmative Action Committee and request a search waiver. In all such cases, the Dean of Faculty will ensure that student evaluations of faculty and other feedback have been consulted, and that the request has been discussed by the School, including student members.

4. The Special Presidential Assistant for Diversity and Multicultural Education, in collaboration with the Academic Programs subcommittee of the diversity committee and the newly appointed Dean of Multicultural Education, will continue working with its current analysis of the Multiple Cultural Perspectives requirement. Based on this analysis, a proposal on the best ways to improve the multiple cultural perspectives requirement will be presented to the faculty during the 2008-2009 academic year.

The earliest possible date for this requirement to apply to incoming students would be Academic Year 2009-2010.

5. During the spring 2008 semester we are administering a survey instrument to evaluate cultural proficiencies across the campus. The Diversity Committee, Dean of Faculty, Dean of Student Services and Human Resources Office will use the results of this exercise to plan appropriate mandatory anti-oppression training for administrators, faculty, staff and interns. The first such training will take place during academic year 2008-2009 and training will continue on anti-oppression, active anti-racism and other associated topics in subsequent academic years.

In addition, we will continue the ongoing Race in the Classroom lecture series and workshops, and the Campus Climate subcommittee of the Diversity Committee will continue its work towards studying the training and evaluation that each department does, so we can share best practices across campus.

6. The college's current financial aid policy provides that if a student's needs do not change, then the package must remain the same over the course of the student's time at the college. The Dean of Faculty and Director of Financial Aid will conduct an audit to determine if this policy is effectively implemented. The results of this audit will be delivered to the Special Assistant to the President for Diversity in summer 2008 so that if shortcomings are identified, a plan to remediate them can be developed.

A student's ability to register for classes will not be hindered by holds or other issues related to financial aid status, providing the student makes appropriate arrangements with Student Financial Services. Such arrangements include documentation of: awards, loans or scholarships for the semester in question; payment plans for the outstanding amount; or permission from the Dean of Faculty. The current threshold of \$500 for outstanding debt will be raised to \$1000.

7. Three administrative identity-based entities (the Multicultural Center, the Queer Center Alliance, and the Women's Center) have budgets for programming and student support. Beginning with Academic Year 2008-2009 we propose augmenting these budgets by \$10,000 total and suggest the following spread. We welcome student input into the appropriate allocation of the additional dollars.

Center	Current budget	Proposed new budget
Multi-Cultural Center	\$10,000	\$12,000
Women's Center	3,000	7,000

Queer Center | 3,000 7,000

SOURCE groups are long established and provide support in many and varied ways to all students, staff and faculty. Though there are now 13 student groups that subtend administrative entities like the Multicultural Center, the Queer Center Alliance, and the Women's Center, only \$4,500 is set aside each year by FiCom for SOURCE student group funding. We believe that this number could be tripled without significantly altering available funds to other groups. Although we do not direct FiCom's decisions in funding groups, we will convey to Community Council our recommendation that it consider a tripled allocation for Academic Year 2008-2009 to align this dollar figure more closely with the number of SOURCE groups, the number of constituents represented, and the size of their impact.

The existing group recognition process does not differentiate between long-established or broad-based groups with clear and communicated missions and new groups still trying to establish the scope of their mission and impact on the college. All student groups, however, benefit from regular training and updates on new procedures, and administrators need to know changes in student composition or group mission. A streamlined process for established student groups that presumed continued access to funding, and a more robust process to achieve funding status for new groups would recognize both the continuity of groups and the need for up-to-date training and information. Student Development welcomes the involvement of students in the creation of such a policy, and commits to creating and disseminating it for comment and feedback to signers over the summer. The process could then be broadly disseminated in time for implementation in spring of 2009.

8. Hampshire's full-time Director of Multicultural and International Student Services is Melissa Scheid-Frantz, who supervises a half-time intern. As promised last year, a search conducted in fall 2007 resulted in the hire of Emily Rimmer, full-time Coordinator of Women's Student Services at the Women's Center. As a trial, this year, Rabbi Steve Nathan agreed to work with the Queer Community Alliance Center one day/week as GLBTQA Advisor. Based on feedback from QCA members, we will begin a search next fall for a Coordinator of GLBTQA Student Services (20 hours/week). We are pleased to be exploring the idea of splitting a full-time GLBTQA Coordinator with Smith College, as that increases the potential pool of candidates.

In the summer of 2006, Melissa Scheid-Frantz' job as Director of the Multicultural Center was upgraded when her job was expanded to provide greater support to international students. Students shared with us that this arrangement, while effective, still leaves much room for improvement in our efforts to support international students in not only accommodating a new country for a home, but also negotiating

successfully Hampshire's academic and co-curricular culture. We will work with the Center Director to identify needs not currently addressed in her job description to create a new position, and submit a new job description to Human Resources for job analysis. We welcome interested students' input in that process.

9/10. A review of previous years' incoming classes shows that we rarely have the 10 or more students in either category that would permit us to so dedicate a full hall. (We acknowledge that this might not be a challenge if each incoming class had more queer students and/or students of color to begin with.) We heard that entering students may well come to appreciate only after they arrive the value to them of designated halls. Students also indicated that they work closely with admissions in encouraging new admits to attend, and are thus well positioned to help communicate that such spaces can be valuable. We will designate a hall as queer (not queer-friendly), and a second hall for students of color, with the expectation that through current students' efforts, we can do so without leaving beds empty.

11. The Dean of Faculty, School Deans and Director of the Library will review acquisitions priorities with School Reference Librarians, who are responsible for acquisition. As new faculty in ALANA and Queer Studies join the college, library acquisitions in these areas will increase.

The Dean of Faculty and the Director of Financial Aid will develop a plan for including lab and studio fees when calculating financial aid need. The plan will be delivered to the Special Assistant of the President for Diversity by the end of the summer of 2008 and will go into effect no later than Academic Year 2009-2010.

12. Students reported that there is insufficient support in Mental Health to address the challenges that women of color on this campus face. We agree that a range of possibilities with respect to identity can make it easier for students seeking a clinician. Our current mental health staff is diverse in race, national origin, gender and sexual orientation. Twenty-five percent of our counseling hours is provided by people of color: Dr. Darien McFadden and Ms. Mamta Badlani, both of whom remain on staff for Academic Year 2008-2009. We will work with the University of Massachusetts to see if Dr. McFadden's and/or Ms. Badlani's hours can be extended, or if there are other avenues whereby we may augment Mental Health staff with additional professionals who have expertise in the needs of students of color, international students, queer students, trans students and female students. We contract services from the University, so while we may indicate our needs and offer input in the process, we are not the hiring entity.

13. In a statement dated May 4, 2007, the President and the Dean of Student Services reaffirmed the college's unwavering commitment to identity-based housing. Current policy around identity-based housing lets students keep their identity-based housing the same year after year, privileges students' decisions on who constitutes the mod, and takes into account the college's need to use beds efficiently.

Students indicated that professional residence life staff are overwhelmingly white. They acknowledged that although aggressive efforts are made to identify and hire international students and students of color as interns, there may not be as much attention paid to aggressively retaining such interns. We agree that this is an important part of insuring our campus is inclusive and representative of America's diversity, and we re-commit ourselves to providing and maintaining a more diverse professional and student staff. Our current status: Araiña Muñiz joined us as a temporary house director last fall, and has continued as a member of the Residential Life staff for the remainder of the semester, even as the employee she was hired to replace returned to the position. Of 33 interns hired for the fall, eight--nearly 25%--are international students or students of color.

The Dean of Faculty has requested the FY 2009 budget (for Academic Year 2008-2009) include funds for the establishment of a new position in the Admissions Office with the specific mission of aggressively recruiting international students. As part of Hampshire's strategic planning process, the Admissions Office will be undertaking a review of all admissions literature. The Diversity Committee will be fully included in the preparation of new admissions material. Hampshire's commitment to being an anti-racist college places a priority on accessibility.

14. Matters of policy pertaining to the college's investments are overseen by CHOIR, the Committee at Hampshire on Investment Responsibility, of the Board of Trustees. The current membership of CHOIR is:

- Meredith Miller, Chair
- Mark Spiro, Secretary
- Stanley Warner, faculty
- Natalie Owen, staff
- Jay Cassano, student
- Edward Cerullo ex officio
- Jonathan Scott ex officio
- Walter White ex officio
- Jeff Wallen, faculty, ex officio
- Josiah Litant, staff, ex officio
- Kathryn Traub, student, ex officio

CHOIR has met once this semester, and will meet again before the end of the term. The secretary of the college will ensure that the chair and the secretary of the committee develop a mechanism for the committee to invite comment and opinion,

including the suggestion of items for the CHOIR's agenda from the community prior to the committee's final meeting this semester.

15. The Special Presidential Assistant for Diversity and Multicultural Education, in collaboration with the Campus Climate subcommittee of the Diversity Committee, will review, revise and expand as necessary the college's current policy prohibiting discrimination and harassment (p. 79 of Non Satis Non Scire 2007-2008) with a firm goal of including the revised policy in the 2008-2009 edition of Non Satis Non Scire.

16. All members of the Institutional Advancement team are charged with incorporating diversity into the college's fundraising efforts, and it is important that all fundraisers be aware of fundraising needs and funding opportunities in order to present them to the greatest number of donors who might thus be inspired to support this campus initiative.

A major focus of all fundraising efforts, for both current-use and endowment giving, remains financial aid, key to maintaining and increasing accessibility to less-privileged students and thus a maximally diverse student body. We are already keen to increase giving in that area. In terms of alignment with areas of particular concern to SOURCE students, it is important to note that Major Gifts Officers are actively soliciting gifts for the Baldwin Scholars Program.

It is also important to continue and expand efforts in seeking government and foundation grants, for many grant proposals can include a diversity component; others directly involve students and faculty in work in developing countries. To list some recent examples under one of these two rubrics: (1) we requested financial support for an affinity group of students of color interested in science careers as part of the recent HHMI proposal; (2) we received an NSF grant in support of undergraduate research involved a study of nutrition in rural areas in Mexico; (3) through the CSA grant, young people from Holyoke work on the Hampshire farm and run a farmers market in their neighborhood.)

Many new proposals will be enhanced by an emphasis on diversity, and a campus commitment to active anti-racism may well open new opportunities for giving from both foundations and individuals. The president has already proposed to Institutional Advancement that it actively explore whether his own standing as one of the most prominent out gay presidents in higher education might open doors for funding, quite possibly of Queer Studies or related programs and fields. Finally, as specific programs are articulated, for example, within the Dean of Faculty's realm or within Student Services, or as the community articulates how active anti-racism will be reflected in our Strategic Plan, all fundraisers will be briefed on the emerging fundraising priorities so that these can be put forward in as many fundraising contexts as possible. Since Director of Development Beth Ward is a member of the Diversity

Committee, it will be appropriate for her to report on these efforts on a regular basis both to the committee and directly to the president, summaries of such reports to be made broadly available.

17. We will assist students who wish to develop and participate in campus-wide teach-ins on racism and imperialism scheduled for Columbus Day (when the campus is already closed and classes are not in session) and Martin Luther King, Jr. Day (when the college is also closed and January Term classes do not meet), effective Academic Year 2008-2009.