



Diversity and Inclusion at UMass Amherst: A Blueprint for Change

A Report by the Commission on Campus Diversity
University of Massachusetts Amherst

March 1, 2005

CONTENTS

From the Commission Chair

Foreword.....	1
Executive Summary	4
Voices from the Community	12
Student Voices	
Faculty, Administrators, Staff, Alumni and Other Voices	
Conclusions and Recommendations	31
Summary.....	45

Appendices

- Appendix 1: Members of the Commission on Campus Diversity
- Appendix 2: A Review of Recent History of Racial/Ethnic Relations
at UMass Amherst
- Appendix 3: Individuals Providing Testimony to the Commission
- Appendix 4: Undergraduate Student Enrollment Data
- Appendix 5: Graduate Student Enrollment Data
- Appendix 6: Commonwealth College Enrollment Data
- Appendix 7: Faculty Diversity Data
- Appendix 8: Data on Graduate Student Assistantships
- Appendix 9: Staff Diversity Data

FROM THE COMMISSION CHAIR

I wish to take this opportunity to thank so many individuals and groups of individuals that have made the work of the Commission on Campus Diversity and the preparation of this report possible.

First and foremost, I wish to thank Chancellor John V. Lombardi and Provost Charlena Seymour for their vision and boldness in creating the Commission. Their foresight and courage to appoint a group of faculty, administrators, staff and students from the UMass Amherst community, along with leaders from the Commonwealth of Massachusetts and from several other universities across the United States, connote a serious commitment to eliminating the factors that mitigate against diversity and a sense of inclusion on the UMass Amherst campus. It also signifies a commitment to creating and *sustaining* an academic and research environment that celebrates diverse people and views, while simultaneously valuing a sense of community for the total campus.

I thank also the staff of the Vice Chancellor for Student Affairs, especially Vice Chancellor Michael Gargano and Ms. Debbie Amos, for their cooperation and support throughout the work of the Commission. Their assistance in making arrangements for travel, meals, transportation, scheduling, etc., was superb.

The Commission and I are particularly grateful for the contributions of numerous campus faculty members and administrative leaders, including several members of the Chancellor's Executive Management Team, deans and department heads who took the time to be interviewed by the Commission—often having to change their schedules to accommodate time overruns by the Commission. I especially wish to thank former Chancellors David Scott and Randolph Bromery for sharing their views with the Commission, and Dr. Martha Stassen and her staff for providing the Commission with considerable institutional research data under short time constraints.

Of course, I must thank the UMass Amherst community for its willingness to participate in our work—even from those who were originally uncertain about the Commission’s integrity and seriousness of purpose. The Commission members were especially impressed with the decorum demonstrated by the campus community at the two public forums in view of the sensitivity of the subject under discussion and the passion that many feel about the state of diversity on the UMass Amherst campus.

I extend special thanks to the work of the individuals who assisted me and did much of the writing of this report, in particular Ms. Laura Holland of UMass Amherst and Dr. Terrolyn Carter of my staff at Howard University. I also thank Ms. Shirley A. Riga, our stenographer, who managed to get all of our voices recorded for posterity and to get all the members of the Commission to “SPEAK UP” when their voices became inaudible. Without their hard work, talent, counsel and patience with my seemingly 24-hour a day phone calls and emails, we could not have produced this comprehensive report of the Commission’s findings, conclusions and recommendations. I also wish to thank the individuals of the Commission’s writing subcommittee, namely Dr. Rosio Alvarez, Ruth Fitch, Esq., Dr. Anne Herrington, Mr. Arthur Jemison and Dr. Esther Terry.

I especially thank all the members of the Commission on Campus Diversity for their hard work, dedication and cooperation throughout the entire period of its existence. Their respect for different opinions, high standards and rigor made my work as Chair one of the most rewarding experiences of my professional career. I have come away from the work of the Commission with the highest regard for the level of love, commitment and dedication demonstrated by the internal members of the Commission to the UMass Amherst campus, and for the wisdom and integrity of all Commission members—internal and external.

I hope that the UMass Amherst community will see the work of this Commission as a watershed moment for diversity and inclusion in the history of the campus as an era of a *sustained* effort begins to unfold to make these attributes a norm for institution. Through the many and diverse voices that I have heard personally over the past four months, it is

obvious that the UMass Amherst citizenry has a deep love for the institution and a strong desire to achieve, once and for all, a campus that reflects the diversity of the Commonwealth and the nation, and one that welcomes and champions diversity and inclusion as essential core values of what it means to be an educated person in multicultural America and the global community.

Orlando L. Taylor
Washington, DC
March 1, 2005

FOREWORD

Intertwined goals of diversity and inclusion have been topics of compelling national interest for well over a century, and increasingly so since the civil rights movement of the 1960's with particular attention focused on race, ethnicity and gender. Yet, full inclusion of individuals from these diverse groups—and others—into all aspects of American higher education and on individual college and university campuses continues to be an unrealized and unfilled national dream.

Despite a period of national leadership in diversifying its campus in the late 1960's and early 1970's, the University of Massachusetts Amherst (UMass Amherst) is today not unlike the rest of American higher education with respect to achieving a fully inclusive campus in terms of such factors as student/faculty representation, campus climate, curricular offerings, research priorities and student life. Furthermore, important opportunities to enhance the educational experience of all students through intercultural dialogue are not being optimized.

Among the challenges that many campuses face in realizing full equity within their communities is that of nomenclature. Campus *diversity* might be defined as the extent to which members of different groups are represented within its student body, faculty, staff, administration and so on. *Inclusion* connotes the idea that these diverse groups have fair representation, empowerment and, most importantly, *voice* in all aspects of campus life. In many ways, UMass Amherst has achieved a degree of diversity within its campus community, albeit at a level that continues to reflect a significant amount of racial, ethnic and gender underrepresentation. On the other hand, the issue of full inclusion of these groups at UMass Amherst as defined above looms large.

Both diversity and inclusion in higher education are consistent with the principles of equality and social justice articulated in the U.S. constitution. These principles are touted by virtually all higher education leaders and by such higher education associations as the Association of American Universities and the Council of Graduate Schools as essential

requirements for preparing *all* students to live and work in multicultural America and the global community.

Aside from enhancing the richness of the intellectual environment for students and faculty alike on our nation's campuses, full inclusion of diverse groups helps to fulfill the future workforce needs of our nation. The nation will be unable to maintain its global leadership in many disciplines and professions unless institutions of higher learning increase the successful recruitment, enrollment *and graduation* of women and individuals from racial and ethnic groups currently underrepresented in higher education (i.e., African Americans, Hispanic Americans, Native Americans and Pacific Islanders).

However, representation of faculty of color on college and university campuses, including UMass Amherst, remains an elusive goal. Students of color often describe chilly, if not hostile, campus climates and feelings of isolation within academic departments. Criteria for college admissions and financial aid that consider racial/ethnic issues continue to be debated—and are often ineffective—even in face of the recent U.S. Supreme Court decision in *Grutter v Michigan* that reaffirms the legality of considering race among several factors for determining admissions. In addition, support programs for enhancing retention and graduation of minority students have been declining on many campuses.

This, then, is the backdrop for the work of the Commission on Campus Diversity at the University of Massachusetts Amherst. Although UMass Amherst has a long and exceptional history of efforts to enhance diversity and improve the campus services, support and climate for its students, faculty and staff, many members of the campus community now express serious concern about the effectiveness of current approaches. Moreover, there are conflicting voices and alternative strategies offered both to resolve current issues and to continue improvement.

The Commission was formed following a series of incidents on the Amherst campus that revealed continued racial/ethnic discord. Current voices and campus history indicate that

these particular incidents are part of a recurring pattern in which there is an unfortunate cycle of incident and response, followed by a waxing and waning of the implementation of specific recommendations and reforms. Thus, the Commission has sought to move *beyond* a pattern of immediate response to seek to institutionalize a more systemic and long-term approach. The Commission acknowledges the valuable contributions to campus diversity made by the work of many previous commissions and task forces.¹ At the same time, the Commission determined that the cumulative effect of this previous work on diversity is undermined by the cyclical, rather than systemic, approach to resolving issues of campus diversity and inclusion.

The current Commission, comprised of UMass Amherst students, faculty, administrators and staff members, supplemented by a group of national higher education leaders (see Appendix 1), represents yet another group empanelled by the Amherst campus to address diversity issues. In an effort to change the cyclical nature of such efforts, this Commission assumed a two-part task. First, the Commission set out to understand the systemic nature of diversity issues at the University of Massachusetts Amherst. Following this, the Commission sought to recommend a set of policies, structures and programs that might institutionalize a more lasting environment for achieving and maintaining diversity on the Amherst campus, and that might form the framework for creating a *preventive* rather than a *reactionary* mode for addressing diversity and inclusion in the future. Indicative of our commitment to this goal, the Commission is willing to re-convene in 12 to 18 months to assess the progress of these recommendations.

¹ These include The Hurst Report (1987), The Report of the Minority Student Services Review Commission [The Tillis Report] (1988), The Report of the Chancellor's Task Force on Multicultural Issues (1990), The Report of the Task Force on Multiculturalism and Diversity (1994), A New Approach to Promoting Community, Diversity, and Social Justice: Aspects of Strategic Action (1998), and The Report of the Task Force on the Future of UMass Amherst [The Lazare Report] (2001), among others.

EXECUTIVE SUMMARY

The Commission on Campus Diversity, appointed and charged by Chancellor John V. Lombardi, has studied, over a four-month period (November 2004–February 2005), the nature, history and current challenges of issues pertaining to racial and ethnic diversity and inclusion at the University of Massachusetts Amherst. In the process, the Commission studied many previous reports on these subjects (see Appendix 2) and held interviews and received testimony from almost 100 students, faculty, administrators, staff, alumni and others in the university community (see Appendix 3).

The University of Massachusetts Amherst was a national leader for enhancing student, faculty and administrative diversity in the 1960's and 1970's. However, in more recent years, the Amherst campus has experienced several negative (and sometimes violent) incidents that involved matters of race and there has been a noticeable reduction in the presence of African American and other students and faculty of color on campus (see Appendices 4, 5 and 7).

While quantitative data on diversity and inclusion are summarized in appendices to this report, these data do not reveal the climate of distrust that exists on the Amherst campus, nor the depth of the pain and passion voiced by many students, faculty, staff and alumni when they speak of their experiences as racially or ethnically isolated members of the campus community. One graduate identified himself as a “once proud alumnus” of the Amherst campus; several current undergraduates noted that they would urge their younger siblings not to attend the University of Massachusetts Amherst; and some faculty members spoke to the “sea of whiteness” that surrounds and the bigotry and paternalism that confront minority undergraduates on the Amherst campus. While many students, faculty, staff and alumni reveal a deep commitment and affection for the institution, the campus climate is perceived by too many students as such that their sense of educational opportunities and the possibilities available to them are diminished by the experiences and the anguish they describe. These voices demand further contextualization.

UMass Amherst is not alone in facing issues of diversity and inclusion, and these issues are central for many if not all institutions of higher learning. However, the history and the demographics of the Commonwealth contribute to the campus's current situation. Many students come to the University of Massachusetts Amherst campus from racially isolated, homogenous communities in Massachusetts, where they do not have opportunities to interact with people of other races and ethnicities, or to learn the skills needed to reach across cultures. It is essential that UMass Amherst fully embrace its responsibility to educate students on matters of diversity, to help give them the experiences and the preparation they need to welcome and appreciate difference and to live and work productively in a diverse society. Yet it is clear that UMass Amherst through the years has deeded over to students some of these essential responsibilities—responsibilities that need to be assumed by the Amherst campus as a part of its core mission.

At the same time, several current positive aspects and promising practices of the Amherst campus also must be seen as part of the picture. The Commission applauds the firm commitment of the Chancellor and the Provost to support an enhanced diversity program. The Commission also notes the positive work being done by units across UMass Amherst, such as the Community, Diversity and Social Justice Initiative (CDSJ).

One further piece of the puzzle that comprises the current context for the University of Massachusetts Amherst is the challenge posed by recent rounds of brutal budget cuts. A reduction of 25% over three years cannot fail to impact the campus severely. *However, the Commission emphasizes that diversity and inclusion are so essential to the core mission of the Amherst campus that it must find or raise the financial resources necessary to support its efforts on matters related to diversity.* This commitment to diversity and inclusion can be seen as an opportunity for fundraising. It must be seen further as an essential part of what is necessary for the University of Massachusetts Amherst to achieve elite national status and standing.

Based on the extensive examination described within this report, the Commission has identified several factors that militate against the realization of a fully inclusive campus

of diverse racial and ethnic groups despite the aforementioned presence of positive energy and efforts among several individuals and entities at the Amherst campus, among them the CDSJ. As described within this report, the Commission has noted the following serious problems at the University of Massachusetts Amherst:

- Lack of consistent and unequivocal commitment to diversity, inclusion and social justice in the mission statement, practices and structures. There is an additional lack of consistent clarity concerning Amherst campus expectations, philosophies and core values with respect to diversity and inclusion. As a result many feelings of mistrust, disappointment and anger towards some aspects of the Amherst campus administration are expressed by some students, staff, faculty and others, regarding the campus's treatment of members of underrepresented minority groups. Some of the students' negative feelings are associated with their conviction that their voices are disrespected, not taken seriously, and in some cases ignored, and in their belief that the authority of the Student Government to advocate on behalf of diversity and inclusion has been undermined.
- A crisis management, rather than planning-centered, approach to addressing issues of diversity and inclusion, resulting in a cyclical waxing and waning of campus initiatives that seem to respond to the need to reduce the "heat" of overt manifestations of racism, ethnocentrism or violence when they occur rather than an approach based on careful planning and assessment in conformity with good practice in higher education.
- Lack of centralized coordination of diversity activities and no senior level individual designated to "champion" and advocate on behalf of inclusion and diversity issues at all levels of university life. In some instances, this has created a duplication of effort with diminished impact.
- Absence of an overall undergraduate and graduate strategic enrollment management plan exacerbated by the lack of a professionally qualified and seasoned director of admissions (for the past five or six years) have left unaddressed a serious pattern of declining enrollment of minority students

on the Amherst campus (see Appendices 4 and 5), and have contributed towards missed opportunities to enhance equity in recruitment, applications, admissions, financial support, retention and graduation of students from underrepresented minority groups in all academic units, including the Commonwealth College (Honors College) (see Appendix 6). The absence of an organizational structure that strictly aligns financial aid and admissions further contributes to these missed opportunities to increase minority student enrollment.

- Uneven and oftentimes deficient academic advising of students generally and especially African, Latino, Asian and Native American (ALANA) students.
- Overextended goals for the ALANA support programs with respect to their original intent to serve as transitional entities to advance racial/ethnic equity and to provide a welcoming environment for ALANA students vs. their evolution to providing some essential services for students that are inadequately provided by the Amherst campus such as advising, recruitment and some academic services in addition to their social and cultural activities and advocacy for students. Moreover, there seems to be a pattern of racial/ethnic balkanization that often results in a disconnectivity of students of color from the general campus community, as well as within ALANA student communities.
- Serious declines in faculty, staff and administrators of color in recent years in the face of almost universal expressions of needs to increase faculty and leadership diversity (see Appendix 7).
- Absence of benchmarks, targets, assessment tools, accountability standards and rewards to govern the expectations of deans, department heads, faculty, staff and others in achieving institutional and school/college inclusion and diversity goals.
- The presence of other “isms” beyond racism that, while beyond the charge to the Commission, deserve attention from the Amherst campus (e.g.,

issues revolving around such matters as socioeconomic class, disability, language preference, sexual orientation, etc.).

- Insufficient support and unevenness in the general education courses and discipline-specific courses offered and required of UMass Amherst undergraduates designed to enhance their knowledge of and competence in diversity issues. No apparent effort to include such courses on a consistent basis within graduate programs. Insufficient support for the curricular and pedagogical requirements to adequately meet diversity and inclusion goals in academic areas.
- Inadequate opportunities to enhance the ability of staff, administrators and others to meet the unique challenges involved in addressing the unique needs of underrepresented minority students.
- Severe cuts in the UMass Amherst's budget seem to have compromised its ability to provide adequate staffing and other resources to support essential services and programs to enhance diversity and inclusion.

In response to these observations, the Commission is making a number of recommendations to address these—and other—issues. The major recommendations are summarized below and elaborated in subsequent sections:

- Appoint a senior level administrator with adequate staffing, budget and resources to report directly to the Chancellor to review and coordinate all diversity and inclusion activities at the Amherst campus. The appointee should develop programs and plans, in cooperation with the Provost and other senior administrators, which would include incentives and rewards for individuals and units that initiate special efforts to achieve and implement university diversity and inclusion goals and policies. The appointee should also participate in raising funds to implement intensive and aggressive “pipeline” programs that reach out to high school and community colleges with the goal of increasing enrollment of undergraduate students of color on the Amherst campus. As a standing member of the Chancellor's cabinet, the appointee should advocate for diversity and

inclusion policies, goals and practices campus wide, and make an annual report to the Chancellor and the campus community on progress towards achieving the campus's policies, goals and practices. The appointee shall not substitute for the expectation that other faculty and administrators will pursue efforts to enhance diversity and inclusion.

- Establish an advisory council for the proposed senior diversity official consisting of individuals from a cross-section of the university community to assist in planning and assessing diversity and inclusion goals, policies and programs. In developing the advisory council on diversity, the University of Massachusetts Amherst would be well served to consult with other existing groups on campus, such as the CDSJ Initiative.
- Re-structure the institution's administrative organization to enhance the achievement of inclusion and diversity goals, including the assignment of increased responsibility and oversight by the Office of the Provost in pursuing such goals, particularly those that relate directly to academic functions such as student advising.
- Establish a planning and assessment process to govern undergraduate and graduate enrollment management with particular attention to reversing the current decline of minority students on the Amherst campus through intensified efforts to recruit, enroll, retain and graduate students from underrepresented groups. Establish an organizational structure that strictly aligns financial aid and admissions.
- Re-structure and improve the institution's academic advising services such that these advising services become more available and effective for all students and sensitive to the unique issues and concerns of students of color. At the discretion of the Provost, add advisors to pre-major advising services and make sure that all new and current advisors are culturally competent to advise ALANA students. The advising office should liaise with the ALANA support programs. In addition, and at the discretion of the Provost, add advisors to the offices of the college deans where there is critical need, and make sure that all new and current advisors are culturally competent to advise ALANA students. The college advisors should

- liaise with the support programs. Existing programs such as those in the School of Management and the College of Engineering should be considered as models for other schools and colleges in their advising efforts.
- Re-define and re-structure ALANA support programs, including ALANA Honors. Under this re-structuring, these programs should be supported in terms of budget and FTEs, and should provide the following services: mentoring and advocacy for students with such offices as the bursar, financial aid, career services, housing, public safety and counseling.
 - Re-structured support programs should work, in strict cooperation and collaboration with respective academic and student affairs units, to supplement and enhance, as appropriate, the services of the following existing programs: tutoring, new student orientation, recruitment and outreach. It is the expectation of the Commission that there be timely issuance of reports from academic units to the support programs to aid their retention efforts, as appropriate and determined in consultation with academic units.
 - Launch a systematic and coherent drive to reverse the current decline of faculty and administrators of color on the Amherst campus by intensifying efforts to recruit, hire, promote and tenure faculty members from these groups, with increased accountability for deans, department heads and other academic leaders to achieve targeted goals.
 - Increase accountability and incentives for deaneries, departments and administrators across executive areas to establish and implement benchmarks, targets and assessment procedures to govern diversity efforts within their units.
 - Review, assess and strengthen, as needed, the general education requirement and courses within majors for undergraduate and graduate students to enhance their knowledge of and competence in diversity and inclusion topics.
 - Review, assess and strengthen, as needed, opportunities for staff, administrators and faculty to acquire the sensitivities and competencies required to meet the unique needs of racially and ethnically diverse students.

- Require all members of the Amherst campus's leadership community to develop plans to intensify and assess efforts to achieve an improved climate for enhancing diversity and inclusion within their areas of responsibility.
- In full recognition of the current serious budgetary challenges, UMass Amherst must find or raise the funds necessary to provide the structures, educational experiences and infrastructures required to address the academic and campus climate issues contained within this report.
- Establish a regularized and annual process for assessing the progress toward the achievement of the institution's inclusion and diversity goals by a body similar to the current Commission with the expectation that an annual written report and recommendations emanating from such a process are provided directly to the Chancellor.
- Student voices should be valued and the integrity of student government and its agencies respected in the pursuit of diversity and inclusion goals.

In aggregate, the Commission wants the readers of this report to understand that the overriding goal of our exhortations and recommendations is to help UMass Amherst enable students of color *and indeed all students* to be comfortable and to achieve within the rich context of culturally diverse, effective and socially just learning communities appropriate to what will be required for them to live and work successfully in the 21st century.

VOICES FROM THE COMMUNITY: STUDENTS, FACULTY, ADMINISTRATORS, STAFF, ALUMNI AND OTHERS

Personal voices—both from individuals and groups on campus—reveal an important prism through which to peer to understand the state of diversity and inclusion at UMass Amherst, as well as possible strategies for enhancing it in the future—even when they are anecdotal or limited by the lack of objective data. Consistent with this view, the Commission spent considerable time in listening to a cross section of these voices in public forums and individual interviews. Almost 100 individuals provided testimony to the Commission (see Appendix 3).

Student Voices

Student perceptions of the status of inclusion at UMass Amherst were obtained largely through the sponsorship of two well-attended and heavily subscribed public forums. Although participants were strictly limited to five-minute presentations (which were reinforced by voluntary written materials), the Commission was able to obtain a clear, and somewhat disturbing, view from the more than 30 students who made presentations. In general, the students were largely undergraduates, although some graduate students also participated, and they represented considerable diversity with respect to race and gender.

Erosion of UMass Amherst’s Commitment to Diversity: Many students expressed the view that UMass Amherst is moving away from a commitment to core values of diversity and inclusion. There is a feeling by some that racism is tolerated by the Amherst campus’s senior administration, and that it is indifferent, and even arrogant, on issues of diversity. Students expressed their conviction that insufficient actions, policies, practices and resources are committed to advance diversity and that inadequate punishment is administered to those students who engage in racist or discriminatory behavior (e.g., a

reported recent incident that involved photographs of student leaders posing in front of a cartoon of a KKK figure mocking ALANA students). They do not see any articulated commitment towards social justice or racial diversity from the highest levels of the university administration.

Several students claimed that the current goal of seeking to raise the profile of the student body by recruiting students with high scores on standardized tests works against UMass Amherst's land grant mission and its commitment to neighboring communities. Referring to the UMass Amherst's avowed mission to provide an affordable education of high quality and conduct programs of research and public service that advance the knowledge and improve the lives of people of the Commonwealth, one student noted that "Education is a *public* service...But how can you serve the public if you ignore the fact that certain parts of it exist?" Concurrent with this, students cited the elimination of outreach and recruitment programs in local cities and towns with sizeable minority populations (e.g., Holyoke and Springfield) as further evidence of erosion of UMass Amherst's commitment to diversity (see Appendices 4 and 5). This left them feeling alienated and unwelcome on the Amherst campus.

The prevailing view among the students who testified to the Commission seems to be that if the University of Massachusetts Amherst truly values diversity and social justice, this commitment needs to be articulated by senior university officials clearly and repeatedly, and these values must be expressed and implemented in all of the UMass Amherst's public documents, policies, practices—and in its budget.

Feelings of Distrust and Lack of Respect: Many students expressed great disappointment with the status of diversity at UMass Amherst, and a similarly strong disappointment with the campus's lack of leadership in addressing their concerns. Students participating in both public forums voiced an unequivocal displeasure with the Office of the Vice Chancellor for Student Affairs, revealing a high level of distrust, frustration and pain due to their perception of a lack of respect from the administration. Several students felt that the Amherst campus's administration has condoned and

tolerated racist behavior on campus, thus contributing to an atmosphere of racism rather than taking an active leadership role to combat it.

Indicative of their mistrust of administration actions and motives, several students expressed their view that the Commission on Campus Diversity itself is a pawn of the UMass Amherst's administration, an empty gesture rather than a genuine effort to promote diversity and inclusion on campus. Hoping that the report "will not end up like all the other reports, gathering dust on some shelf in Whitmore," they expressed skepticism that any genuine, lasting change would result from the Commission's efforts. Students seemed highly aware of previous commissions, task forces and reports, and fully cognizant of the particular recommendations made in previous reports and other documents. At least four students suggested that the agreements outlined in *The Living Document* of 1997 be funded and implemented. One student noted, "*The Living Document* is not being honored; those are the same demands we have today." Another student referred to the agreements made between the Amherst campus's administration and ALANA students in 1992, as well as those of 1997, declaring, "If the administration had followed those agreements, we would not be having these problems today."

Students also spoke quite eloquently about their feelings of alienation on campus and their "sense of loss" in seeing the elimination of the support services that they felt were essential to their own positive experience (academic and social) on campus. "The support of BCP [Bilingual Collegiate Program] was a great asset and I would not have survived without it," asserted one student. She also described the BCP as "my home away from home" on the Amherst campus, and noted that the program had played an important role for her, as a first generation college student, in helping her find her way through the maze of application, admissions, and financial aid processes, even before she arrived on the campus.

Students too frequently expressed despair as well as anger in describing the lack of support services that they felt were essential and to which they felt entitled, based on agreements outlined in *The Living Document*. One student, currently in her senior year,

said, “I want to be able to recommend this university to everyone and to speak proudly of it, and feel proud that I came from this institution.” Asked by a Commission member if she will recommend UMass Amherst to other students, she replied, “As of right now, no,” and acknowledged that she had just discouraged her younger sister from attending. Other students at the public forums also mentioned strongly urging their younger siblings *not* to attend UMass Amherst.

In the public forums, very few favorable comments recognized the University of Massachusetts Amherst's historical legacy and track record in advancing inclusion. Indeed, little acknowledgement of the campus's past accomplishments were noted, except for the establishment of minority focused programs such as the Committee for the Collegiate Education of Black and Other Minority Students (CCEBMS), the Bilingual Collegiate Program (BCP), the Native American Student Support Program (NASSP) and the United Asia Learning Resource Center (UALRC) that students now see as being undermined or dismantled. Despite the fact that two founders of the first of these programs, CCEBMS, insist that it was designed to be transitional and never intended to be permanent, students expressed great distress in seeing the decline of these programs.

Enrollment Priorities: Many students expressed a conviction that the Amherst campus is targeting recruitment and admissions to middle and upper class students, especially from out of state, in order to raise tuition revenue. Current students believe that these targeted students are more likely to be those from elite high schools, with competitive academic credentials, and largely non-minority. As one student put it, quite poignantly, “I would not be admitted under these new standards.” Students also revealed skepticism towards the Commonwealth College (Honors College), describing it as an elite unit within the statewide five-campus University system that is neither designed for nor welcoming to minority students and lower-income students (see Appendix 6). The recent declines over the past two to three years in minority student enrollment were cited as an indicator of institutional erosion of commitment to student diversity and to the “working class people of Massachusetts” in exchange for a more middle class or upper class student body, one that can pay in full for its education. (See Appendices 4 and 5) In this

regard, the issues of accessibility and affordability join that of institutional mission as part of the students' concerns regarding diversity and inclusion. And the historical land grant mission to educate the "sons and daughters of the Commonwealth" is seen by some students as being compromised through such recruitment efforts and enrollment goals.

Structure, Organization and Funding of ALANA Support Programs: Students seemed to be very oriented towards advocating for separate structures for students of color with respect to such core university functions as student recruitment, advising, support services and physical facilities—maybe even housing facilities. They argued passionately for the continuation of such a structure with a staff characterized by full autonomy as discrete units with a full complement of administrative, professional and clerical staff. While one question that must be addressed is whether this type of organizational structure can be justified—and, more importantly, whether this constitutes sound policy for achieving equity and inclusion—the important point here is the indication of the high level of students' distress at the loss of such programs and their lack of trust that the administration has anything better or even comparable to offer them. Students seem convinced that the programs are being dismantled either punitively—“They want to silence student voices that speak out”—or disproportionately—with these ALANA support programs being cut under the guise of system-wide budgetary constraints.

Clearly, a strong argument can be made for providing environments and opportunities for students with like cultures, language and interest to come together. Considerable retention data claim such opportunities reduce attrition and feelings of isolation among underrepresented groups. At the same time, UMass Amherst must create an organizational structure to enable and encourage diverse groups of students to come together and to interact with students at large in a full range of extra-curricular activities, to help transform the existing diversity on campus into a fuller, richer and more welcoming inclusiveness.

Faculty/Staff Diversity: Students spoke to the dearth of diversity among the faculty and staff of the Amherst campus. The objective data provided to the Commission corroborates such shortages, particularly at the faculty (see Appendix 7) and leadership levels. Indeed, students cited the fact that it is principally through the ALANA support programs—those same programs that they now fear are being dismantled and undermined—that they encounter a critical mass of people who they feel look like them and understand them (see Appendix 9). However, it is also worth noting that, with the exception of one graduate student, students praised the faculty and stated that they felt they had been respected, helped and supported by the faculty, despite the lack of racial and ethnic diversity. Based on the data made available to the Commission, the Amherst campus appears to be challenged in achieving acceptable levels of minority representation in both the faculty and the academic/student support staff outside of ALANA programs.

Physical Plant Issues: Students believe that there has been a clear deterioration of physical spaces that serve students of color. While Commission members did not tour such spaces, it is the Commission’s opinion that if indeed such spaces are inadequate, this must be addressed. When students feel their programs and their spaces are marginalized, it signals a lack of concern by the institution and feeds into the notion that UMass Amherst has two kinds of students: owners and guests.

Other “isms”: While the Commission has as its charge the investigation of matters related to race and ethnicity, several related issues of inclusion emerged in student testimony. Great interest was either articulated or implied by several students that other "isms" beyond race and ethnicity need to be addressed by UMass Amherst (e.g., disability conditions, gender, socio-economic status, religion, sexual orientation, age, international students, etc.). Reduction of funds in the ESL area seems to be a particular issue and should be reviewed with an eye toward re-investment.

Diversity Academic/Training Requirements: The University of Massachusetts Amherst is to be congratulated for including diversity courses as a part of its undergraduate (although not graduate) graduation requirements. The requirement is met through students' selection of two courses from among a menu of "diversity courses." Assessment data show some positive outcomes from these courses and some students spoke of their value. Identifying a particular diversity course as "excellent," one student noted that it "truly opened people's eyes" and "I could see it transform the awareness" of the students in the class as the semester unfolded. However, another student dismissed his diversity course as "worthless." (Both of these assessments came from students who were currently taking the diversity course they described.) Several students also questioned the effectiveness of the requirement on the grounds that the courses vary greatly with respect to content and that all do not necessarily focus on enhancing the understanding of differences among diverse groups and how to function effectively across diverse groups in a multicultural society and workforce. Several students noted that the problem is "a problem with white students, not with students of color," and for that reason argued for a required course and possible "training" for *all* students, staff and faculty at the Amherst campus that focuses on living and working in a multicultural society. Others argued for revamping the core curriculum to include, on a yearly basis, required courses such as Education 210, which seem to address "isms" of various types effectively.

Other students, as well as faculty, suggested that the diversity curriculum not reside only at the margins of the curriculum (as a general education requirement) but also within the core (as requirements within the academic majors). Interviews with a few deans (to be discussed later) suggest considerable unevenness across the schools and colleges with respect to inclusion of diversity topics within majors, ranging from the offering of explicit courses, through presumed inclusion in all courses throughout the curriculum, to no particular inclusion with the major. Similarly, the schools and colleges vary greatly in their course offerings for the General Education diversity requirement, with Humanities and Social and Behavioral Sciences offering the most courses, and Management and Engineering offering few to none.

The University Budget: Students express considerable concern over reported financial cuts to ALANA and related racial/ethnic support programs, which students feel are being made under the guise or pretext of University-wide budget cuts, with the underlying intention of dismantling the support programs. These programs reportedly have experienced significant reductions in budget and staff. The Commission, to date, has been unable to ascertain whether these perceptions are correct, specifically whether ALANA and ALANA-related programs have experienced levels of budget cuts that exceed those experienced by UMass Amherst at large. While the actual financial picture remains unclear, it is painfully clear that the confusion over the numbers and the obscurity of data presented on these budget cuts foster mistrust and signal to students a lack of goodwill.

It is important to note that in *The Report of the Task Force on the Future of UMass Amherst [The Lazare Report]* (2001), UMass Amherst reportedly had a significantly smaller budget than that of public flagship universities of comparable size and spends far more on need-based financial aid than its peer institutions. This dilemma in the financial aid arena is further exacerbated by a recent series of increases in tuition and fees, which leave many students feeling they can no longer afford to attend the flagship campus. In other budget concerns related to diversity matters, some students speak to the need for financial support for such services as child care, transportation to/from population centers with large numbers of minorities (e.g., Holyoke and Springfield), increase in the number and amounts of graduate assistantship stipends, especially in the humanities and social sciences, etc. It does appear that the level of financial aid for graduate students outside of the sciences may be too modest to be competitive in attracting and supporting graduate students in general, especially students of color (see Appendix 8).

Faculty, Administrators, Staff and Alumni Voices

Institutional Memory: The Commission also had the benefit of engaging in dialogue with numerous members of the UMass Amherst faculty, staff and administration,

including two former Chancellors of the Amherst campus, Drs. Randolph W. Bromery and David K. Scott, as well as alumni and others. Some had been at the Amherst campus for 30 or more years and had strong institutional memories of how UMass Amherst has evolved over the years with respect to how it has addressed issues of diversity.

From these discussions, three major facts emerge. First, when the Commission looks back to the 1960's and 1970's, it is clear that the Amherst campus exercised strong leadership on issues of diversity, social justice and inclusion. The University of Massachusetts Amherst was led by a black chancellor and a black provost, achieved national and international recognition for diversity at the level of the schools and colleges, such as the School of Education, and at the level of faculty and academic programs, such as the departments of Music and Afro American Studies. This stands as a strong legacy, and a standard to which the campus can refer and, hopefully, return.

Second, the Amherst campus has initiated various efforts over the past 30 or more years to make the institution more inclusive. Some of these have involved student recruitment, enrollment and retention. Others have involved efforts to increase faculty, staff and administrative diversity. Others have involved efforts to change the institution's campus culture. And still others have looked at the curriculum and have involved academic requirements.

A third fact, almost universally held by those appearing before the Commission, is that these initiatives, however well meaning, have been responses to one crisis or another, and not the result of thoughtful, systemic planning and subsequent assessment. Some respondents attributed the waning of interest in many of the initiatives to the fact of their not being attempts to change the system, but instead measures taken to reduce the crisis of the moment. Almost none of the respondents credited UMass Amherst with having instituted successful initiatives based on the careful study of relevant data and the imitation of best practices shown to be effective at other campuses and institutions of higher learning.

Institutional Commitment to Diversity

(A) Administration: Evidence indicates that there is perceived to be no single "person in charge" of all matters relating to diversity, and that the UMass Amherst community as a whole suffers from this lack of clear accountability and responsibility. The existing position of Associate Chancellor for Equal Opportunity and Diversity does not assume such responsibilities. The incumbent in this position is charged with the responsibility to address issues of inclusion and diversity from a compliance perspective and to adjudicate grievances that arise owing to a failure to implement policies governing equal access and opportunity. The position is not now designed for an individual to assume responsibility for planning, monitoring or coordinating policies and programs to achieve diversity and inclusion.

The suggestion came from many quarters for a person within the central administration to be clearly in charge of diversity and inclusion affairs campus wide, to serve, in short, as a "champion" or advocate for diversity and inclusion. Suggestions also emerged that a person in this position could hold accountable the schools, departments and individuals and could lead to set measurable goals and objectives and devise strategies on how to determine that goals have been met or that strategies have been implemented. The advantage of devising some institutionalized reward system was mentioned several times. The need for a top to bottom commitment to diversity, from the Board of Trustees down, emerged emphatically in some staff testimony. One former staff member (also an alumnus) stated, "Many of us left the University because we could not stomach any longer multiple racist encounters at all levels." Some testimony from the faculty described a "complete disconnect" between the administration and the students, which needs to be addressed and, ideally, bridged.

(B) Diversity within the Schools and Colleges: The Commission had benefit of discussion with several academic deans from various schools and colleges. In general, the Commission was struck by the unevenness of the consideration given to diversity issues across the colleges and schools, including the deans' level of knowledge of the data pertaining to minorities in their college or school as well as the commonly known resources used to enhance diversity. In some cases, college deans reported intensive and

imaginative efforts to enhance diversity of student enrollment and faculty representation. These efforts have met with some considerable success, particularly in areas of student recruitment and retention. In those schools and colleges, the deans have allocated budgetary and staff resources to enhance diversity through recruitment, mentoring, academic offerings, etc. In these cases, too, access to funds, either from internal or external sources, is essential. Thus, the presence of external grants and/or private donations in the science, technology, engineering, and mathematics (STEM) fields and the business fields, for example, have provided UMass Amherst with many opportunities to enhance student services, financial support, etc., for students of color at both the graduate and undergraduate levels.

In striking contrast, deans within some other colleges expressed a benign or laissez-faire approach to diversity, revealing little knowledge of the retention and graduation rates of diverse undergraduate and graduate students within their units, levels of financial support for minority students, or the extent to which diversity topics were included within the curriculum of the college, either within the majors or through service courses. Along with that scant knowledge went little to no sense of responsibility for achieving and supporting diversity.

(C)Faculty: Testimony regarding the faculty's commitment to diversity produced a mixed picture. All seem to agree there is a need to recruit and retain more faculty of color on the campus. While some faculty and staff stated that there are areas of the campus that do not "buy in" to diversity efforts and that there are members of the faculty who treat minority students with paternalism and/or bigotry, others report a strong and widespread support for diversity among the faculty. One faculty member spoke eloquently of the "sea of whiteness" confronting students of color and reported on the racial stereotyping from the faculty that his own son had experienced while an undergraduate on the Amherst campus. Two additional points are worth noting: One is that student voices in the forum, with one exception, were unambiguous in voicing their opinion that the faculty treated them with respect and were committed to supporting diversity on campus. The second point is that the Amherst campus has an exceptionally distinguished record of intrepid, valiant, highly accomplished administrators who are African Americans, as well as

highly distinguished, talented faculty members with national (and international) reputations who are African Americans.

Graduate and Undergraduate Student Recruitment and Enrollment: A major issue articulated by many faculty and staff members, as well as by students, is that of improving minority student recruitment and enrollment. The need for a strategic enrollment management plan seems clear. Minority enrollment is indeed declining (see Appendices 4 and 5) at precisely the same time that college and university enrollment among minority students is on the increase nationally. Indeed, minority enrollment is the fastest growing segment in American higher education, a fact which makes UMass Amherst's poor showing on these numbers all the greater a concern. Testimony here focuses on ALANA students defined as those students who are all U.S. born citizens, foreign-born citizens and resident non-citizens who are African American, Native American, Latino, Asian American or Cape Verdean, and thus excludes students from other countries who come to the U.S. to study ("non-resident aliens"). According to data provided by a recent alumnus, the University of Massachusetts Amherst's best year for ALANA graduate enrollment—as a percentage of the total population—was in 1978, with a percentage of 10.1%. Over the intervening years this percentage sank as low as 7.3% in 1985, to rise again to its second highest level at 9.5% in 1998, the most recent year for which the data are available. Even at its best, the percentage stands well below the goal of 15% set by the 1992 ALANA accords and below the 28.9% of ALANA in the U.S. population as a whole. These numbers are troubling, as well as other factors that include the lack of an effective mentoring program for graduate students and the graduate dean's lack of awareness of the numbers of minority students recruited, retained and graduated.

The questions of *whom* and *what group* is responsible for minority recruiting, particularly at the undergraduate level, is currently an important and highly charged issue at UMass Amherst. Some staff and many students feel that ALANA support programs should play the major role in minority recruiting—and they see recent staff reductions within these organizations and the transferring of the Amherst campus's minority recruitment

responsibility to the Admissions Office as an indication of reduced commitment to minority student enrollment. However, testimony from the founders of these same support programs state that the programs were neither designed nor intended to be permanent, but were conceived as transitional bridge programs that would eventually be integrated and incorporated into the overall university programs. Another circumstance cited by some faculty and/or staff that they perceive as demonstrating a benign interest in minority student enrollment is the increased emphasis on out of state recruitment of more competitive students (thought to be largely white and largely middle or upper class). The question asked by some faculty, staff and students alike is whether there is serious commitment to advancing minority enrollment at the University of Massachusetts Amherst.

As in other issues relating to diversity, there seems to be a clear unevenness among the deans of the schools and colleges with respect to undergraduate recruitment. Some seem to have little or no involvement in undergraduate recruitment and few to no plans to do so. Others (e.g., the School of Management and the College of Engineering) have initiated an aggressive approach to recruiting minorities and have a paid employee to coordinate the effort. The dean of the Commonwealth College (Honors College) noted efforts to address the college's under representation of minority students and its poor reputation among minority students. Staff members have undergone extensive diversity training and the college continues to examine its admissions criteria, as well as recruitment and retention efforts, with an eye to increasing diversity.

The Commission believes that UMass Amherst officials should move immediately to untangle the gnarl that currently exists around minority recruitment by making a studied determination as to what structure will be most effective. Within this context, it is important to determine whether the change in undergraduate minority practices has enhanced recruitment effectiveness (i.e., shifting from a major involvement of ALANA support program staff to the Admissions Office). Some of the respondents appearing before the Commission expressed the strong belief that minority recruitment programs should be returned to ALANA support programs for primary responsibility. Others

believe, with equal passion, that these efforts should not be divorced from UMass Amherst's overall recruitment efforts, that minority recruitment should not rest solely on the shoulders of minority staff and that neither schools and colleges nor non-minority staff should be exempt from these responsibilities.

This matter, and the accompanying philosophy, must be considered in a serious manner. The Commission prefers a coordinated model with a fully interracial and multicultural staff that is fully prepared to recruit minority, as well as all types of students.

Undergraduate Advising: The question of academic advising for minority students is an equally serious question raised by some faculty, staff, alumni and students alike. Universal agreement seemed to be that “undergraduate advising is NOT working” and that “undergraduate advising is a mess.”

Here, too, the history of the ALANA support programs plays a role. In the past, ALANA support programs were assigned a major role—and staff—to assume this function. It has recently been transferred to the Amherst campus's central advising offices (for pre-major advising) and to the academic departments and school/colleges (for advising within the academic majors). Simultaneously, there has been a reduction in the number of staff appointed to ALANA support programs for this function. This situation has created a great deal of anguish as staff members associated with these programs seek to redefine their roles.

Testimony provided to the Commission by Dr. Randolph Bromery was particularly relevant to current questions of academic advising. As one of the founders and architects of the Committee for the Collegiate Education of Black and other Minority Students (CCEBMS), Dr. Bromery noted that the program was intended to be transitional only, and never intended to be a permanent or self-perpetuating program. He stated, “...it has long been the desire of the CCEBS Board of Directors that the CCEBS program would report to the Office of the Vice Chancellor for Academic Affairs. If not, it would appear that there is a double exit standard for the University, one for the student programs under

the academic affairs office and a different one for the student programs under the student affairs office.”

Many faculty and staff believe that advising for all students, and not just for ALANA students, needs to be strengthened at UMass Amherst. Opinions from faculty and staff as to what would best work revealed sharp divisions. While some argue passionately that an advising component should be restored to the ALANA support programs, where qualified professionals should be on staff, others argue that a centralized model, with trained professionals adept and fully trained in multicultural counseling and attuned to different learning styles, reflects current best practices, and would more fully serve the best interests of all students. Clearly, the issue of advising is a major one for any institution and one that contributes directly to student retention and graduation. The issue is particularly acute for those students who have not yet declared their academic majors. However, even with the academic advising to declared majors offered through the various individual departments, there is a strong need for both consistency and improvement.

There seems to be great unevenness in the quality of advising for all students, as well as students of color, across the schools and colleges, as well as within the various departments. Not all the school/college deans viewed the role of student advising at the same level of importance or had equally robust programs to do so. Some schools/colleges have personnel to facilitate this process and others do not. Apparently the issue of budgetary resources, along with sense of responsibility, plays a role here.

Confusion over the Role of ALANA Support Programs: Some faculty and staff believe that the ALANA support programs (BCP, CCEBMS, NASSP and UALRC) would be better suited for placement under the aegis of the Office of the Provost, as opposed to the Office of the Vice Chancellor for Student Affairs. There is considerable merit to this position. For example, academic advising is clearly an academic matter. And, even the recruitment of students to be taught by a faculty has some level of academic affairs involvement. On the other hand, issues of campus culture, student

development, cultural centers and programming, and co-curricular activities seem to be more traditionally suited for a Student Affairs office.

Recruitment and Retention of Faculty of Color: The presence of a diverse faculty in all academic disciplines is generally thought to be an important characteristic of a quality institution of higher learning. In addition to the potential for bringing different perspectives to the academic disciplines, diverse faculty also provide important role models for students of all racial and ethnic groups, both majority and minority. In recent years, UMass Amherst has initiated several efforts to diversify its faculty with good results in some areas and less success in others. Some faculty seem to feel that there has been a revolving door for faculty of color at UMass Amherst (i.e., the Amherst campus has experienced some difficulty in some departments, schools and colleges in retaining and, in some cases, tenuring, those faculty of color who have been recruited successfully to the campus). Faculty members suggest that faculty of color be recruited in traditional disciplines as well as in ethnic studies areas, where they now are most likely to be clustered. Also, there is some unevenness across the schools and colleges with respect to how to recruit and retain faculty of color.

In addition to budget cuts, two rounds of early retirements (statewide packages) have severely impacted staffing and faculty numbers on campus, and have, as well, shifted the previous balance of white and minority faculty. The current need to rebuild the faculty provides an opportunity to clearly define priorities and re-address the commitment to diversity.

Another theme emerged in some of the deans' discussion of recruiting, hiring and promoting, which may have some bearing on ways to improve recruitment and retention of faculty. The mantra of "excellence, excellence" was repeatedly cited as the criterion on which the dean would base hiring and retention efforts. But, as members of the Commission point out, *who* defines *what* is considered excellent? If it is only the number of articles in recognized, refereed journals or the number of citations that a book or article receives, it would seem to be operating within a narrow range, without vision,

imagination, historical awareness, or, as one Commission member put it, "guts" in defining and being fully prepared to defend a broader definition of "excellence." This may be a matter of education as well as definition of "excellence."

Diversity Courses and Requirements: As one faculty member stated, "The problem is based in the fact that the campus has a majority white population who come from segregated backgrounds, and lack exposure to, or experience with, dealing with people of other ethnic groups and cultural backgrounds." Alumni and staff, as well as faculty, spoke about the importance of diversity courses on campus, and the strong role such courses play, or may potentially play, in increasing all students' awareness of and sensitivity to diversity and inclusion. One faculty member noted that there are nationally recognized best practices on issues of diversity pedagogy, and that UMass Amherst diversity courses should follow these practices. Another faculty member also spoke about the effectiveness of dialogue courses, suggesting that these courses should be required for all students, making particular efforts to engage male students in cross cultural dialogue. Faculty members also suggested bringing more courses on diversity into the residence halls, since research indicates that the first year is crucial for setting students' expectations of their college careers.

University Police Department

(A) Positioning: Testimony from the Chief of Police revealed that the University Police Department is administratively placed in Student Affairs. Commission members with administrative experience at other institutions of higher education noted that this was unusual, and suggested that a basic rethinking of the positioning and the role of the police and security should be undertaken. Perhaps the department would be best placed under the responsibility of the Vice Chancellor for Administration and Finance. It is clear that budget issues, the lack of financial incentives, and questions of recognizing officers' educational background pose significant challenges for the police department.

(B) Data on Hate Incidents: The data on hate incidents revealed a high level of harassment coupled with a far smaller record of actionable or punished incidents, noting the distinction between hate incidents and hate crimes. Evidence supplied by staff and

statistical evidence suggested that the level of harassment on campus, for ethnic and racial background, religion, and particularly for sexual orientation, is high. This, coupled with the lack of perceived punishment of such behavior, makes a highly negative contribution to campus climate. While these data are compiled annually, the Chief of Police revealed that she has been asked for the information only once, that being during the past year, during her entire tenure.

(C) Issues of Civil Liberties: In answering a question from a Commission member, the Chief of Police confirmed that one of the police officers on the Amherst campus is now working in cooperation with the FBI. Faculty members as well as students felt that this officer had engaged in racial profiling and expressed concerns about the impact on civil liberties and campus climate. Both students and faculty also expressed concern over the University's newly announced Picketing Code and about media reports that the University Police Department had been given permission to purchase taser (stun) guns. While the former was seen as a civil liberties issue, the latter was described as a safety issue severely impacting campus climate.

University Budget: Information from the campus Chief Financial Officer was helpful in revealing the 25% budget cuts that have occurred over two years and in providing much of the financial context for some of the discussion. This undoubtedly impacts faculty recruiting and retention efforts, student financial aid, maintenance of the physical plant and the staffing of student support services, as well as other important aspects of the campus community.

Testimony from the director of financial aid indicates that questions of financial need are a major variable in allowing minority students to succeed and to complete their degree programs. He identified the "gap" that students face between the rising tuition and fees and the amounts of financial aid available, both from the campus and from federal programs. Although the Amherst campus has put a considerable amount of dollars into financial aid, the state's lack of funding for UMass Amherst further exacerbates the problem.

The UMass Amherst budget and budget cuts seem to negatively impact the campus climate and contribute to the atmosphere of mistrust towards the administration that exists among the student body. Students do not seem to know how or why budget decisions are made, and believe that they are disproportionately targeted (with higher tuition and fees, and fewer support services). The Amherst campus's approach to informing the campus community about budget decisions by posting information on-line and inviting feedback drew mixed comments. Commission members noted that while draconian measures to maintain fiscal responsibility usually generate some objections, this might not become intractable opposition if there is sufficient trust and an understanding of the realities facing the institution.

CONCLUSIONS AND RECOMMENDATIONS

Based upon the interviews, public testimonials and several quantitative data sources cited within this report, the Commission on Campus Diversity draws the following conclusions and respectfully submits these recommendations to Chancellor John V. Lombardi and the UMass Amherst campus community.

1. Problem: Campus Climate in Dire Need of Improvement

A general climate of mistrust, suspicion and, in some cases, anger, is expressed by many students and some faculty and staff at UMass Amherst regarding the campus's and some, but not all, administrators' commitments to diversity which, in turn, undermines *all* campus efforts to achieve full inclusion. The Commission found that there was an absence of a clear and strong message that diversity and inclusion are central priorities for the Amherst campus.

1a. Recommendation

In order for the University of Massachusetts Amherst to achieve diversity and inclusion in a productive manner, the campus climate must be improved. To accomplish this goal, the Commission believes that first and foremost, senior administrators, deans and leaders at all levels must possess a particular leadership style that sends a clear message that the concepts of diversity and inclusion are core values for the entire campus community. Administrators at all levels must be respectful of and responsive to the diverse populations on the Amherst campus. Student voices must be valued and the integrity of student government and its agencies respected as the campus pursues diversity and inclusion goals. The Amherst campus's leadership must reflect a deep appreciation for and commitment to working effectively and collaboratively with these populations. They must recognize the unique challenges that are specific to a multicultural environment, and they must also understand and speak the language of diversity and inclusion. In addition to this awareness and understanding, the campus leadership must demonstrate sensitivity to and competence in working with issues of diversity and inclusion, and must be able to work in accordance with the unique needs that diverse groups bring to the campus. In

sum, Amherst campus leaders must take all necessary steps to regain trust from its constituencies with respect to issues of diversity and inclusion. No efforts to achieve change will be effective without this establishment of trust and without leadership that unequivocally demonstrates respect for diversity and competence in working with diverse populations.

1b. Recommendation

The Amherst campus must utilize and respond to the data on hate crimes and hate incidents compiled annually by the University Police Department. Moreover, since the campus police play a critical role affecting campus climate, as well as maintaining campus security, the administration must take care that the police reporting lines are aligned with their responsibilities for maintaining a civil environment and that they are not isolated, independent agents. The Commission believes that the University Police Department should report to the Vice Chancellor for Administration and Finance.

2. Problem: No Central Coordination of Diversity Matters

There seem to be many isolated activities taking place on the UMass Amherst campus pertaining to diversity and inclusion. No matter how well intentioned or successful these individual efforts might be, there is no centralized coordinating entity to guide or review these efforts to the end that a coherent effort is put forth that meets clearly articulated campus goals. The Campus Diversity and Social Justice (CDSJ) Initiative shows promise for allaying some of these coordinating concerns, but it lacks central administrative authority and voice to institutionalize and sustain long standing and much needed changes. The lack of any centralized coordination of diversity activities in the administration leaves the Amherst campus without senior level leadership to advocate on behalf of inclusion and diversity at all levels of campus life, and to coordinate an approach based on careful planning and assessment in conformity with good practice in higher education.

2a. Recommendation

The Amherst campus must move away from the pattern of creating diversity initiatives in an ad hoc manner as responses to crises, to undertake, instead, ongoing planned initiatives that are based on the study of best practices cited throughout institutions of

higher education and that recognize the importance of benchmarking, reinforcement, assessment and rewards in achieving diversity and inclusion. As a solution to the tangled lines of responsibility and accountability in matters of diversity and inclusion, the Commission recommends that a senior level administrator be appointed to oversee and coordinate the implementation of initiatives relating to diversity and inclusion on the Amherst campus. The appointee should be a member of the Chancellor's cabinet and work in close collaboration and cooperation with other senior officials, especially the Provost and the Vice Chancellor for Student Affairs. This appointee should have primary responsibility for reviewing and providing oversight for diversity plans submitted by the various academic and administrative units on campus. This recommended position must be distinct from the position of Associate Chancellor for Equal Opportunity and Diversity; however, the individual should work closely with the incumbent of that office.

An advisory council of students, faculty, staff, administrators and possibly alumni should be appointed to work with the senior diversity administrator and participate in the review and assessment of the diversity and inclusion plans generated by individual academic and administrative units. Appointments to the advisory council should consider existing faculty, staff and student groups working to enhance campus diversity, such as the Community Diversity and Social Justice (CDSJ) Initiative. The development of a cadre of individuals trained to mediate might also fall under the purview of this individual.

2b. Recommendation

The senior administrator for diversity and inclusion should develop programs and plans, in cooperation with the Provost and other senior administrators, that would include incentives and rewards for individuals and units that take on special efforts on behalf of achieving and implementing diversity and inclusion policies on the Amherst campus.

2c. Recommendation

The senior administrator for diversity and inclusion should consider plans for raising funds to implement intensive and aggressive "pipeline" programs that reach out to high schools and community colleges toward the goal of increasing enrollment of undergraduate students of color on the Amherst campus.

2d. Recommendation

The senior level administrator for diversity and inclusion should make an annual report to the Chancellor that summarizes reports of progress from all units on the Amherst campus related to the achievement of policies and practices for realizing diversity and inclusion goals and ideals.

3. Problem: Lack of a Strategic Enrollment Plan for the Amherst Campus to Guide Overall and ALANA Student Enrollment

UMass Amherst has experienced a precipitous and disturbing decline in the enrollment of underrepresented minority students in the last few years. For example, from the fall, 1997 to fall, 2004, African American undergraduate enrollment has dropped over 15% from 816 to 692, while Latino enrollment has dropped over 21% from 749 to 589 during this same period (see Appendix 4). Increasing minority student enrollment (indeed all student enrollment) can only be achieved by an integrated and coherent enrollment management strategy and implemented by a professional enrollment management administrator (which the campus has not had for years). The Commission views strategic enrollment management programming as crucial to the success of UMass Amherst. Strategic enrollment planning should include, but not be limited to, recruitment, retention, academic advising, administrative support programs and academic program enhancement and development. The Amherst campus does not currently have a strategic enrollment management strategy in place.

3a. Recommendation

The Amherst campus must develop a clear strategy for enrollment management and must appoint a highly qualified administrative official to coordinate such an effort. The enrollment management plan should consider the desired campus mix with respect to undergraduate and graduate students; targets for minority undergraduate and graduate students; in-state and out-of-state students; and domestic and international students.

The Amherst campus should address several enrollment management questions in the months ahead. They include, but are not limited to, consideration of the question of how the University of Massachusetts Amherst campus will look over the next five years.

- How will UMass Amherst shape its enrollment growth for 2010 (within a target range) and can the campus provide the proper resources and coordination to adequately support its teaching, research and service mission of an institution of that size?
- Is there a beneficial balance between graduate and undergraduate enrollments, and how will UMass Amherst direct enrollment trends toward that desirable balance?
- Is there a beneficial balance between first-time full-time students and transfer students? What is the predicted relationship, and are there actions that should be taken to achieve desired results? Is there a similar desirable balance between lower division undergraduates and upper division undergraduates?
- What will be the quality of UMass Amherst's student body in 2010 in terms of the number and percent of ALANA students in the various schools and colleges, including the Commonwealth College (Honors College), first choice students, top 10% high school graduates, top 25% high school graduates, and high SAT scorers, and are there programs that need to be implemented to achieve beneficial results?

There is a need for the Amherst campus to communicate its strategic enrollment management plan to the internal and external communities.

3b. Recommendation

The current arrangement that separates the campus's chief academic officer (the Provost) from those who recruit and advise undergraduate students must be re-considered. The Office of Admissions is better suited for placement under the aegis of the Provost than under the Vice Chancellor for Student Affairs. Personnel in this unit must be racially and ethnically diverse and *all* must be trained to understand the special and unique issues associated with recruiting and retaining racially and ethnically diverse students. Furthermore, UMass Amherst must establish an organizational structure that guarantees that admissions and financial aid are strictly aligned.

3c. Recommendation

Minority recruitment must be enhanced by the balanced participation of several entities: the Admissions office, the schools/colleges, academic departments, alumni, etc. A

coordinated model must be assembled with an interracial and multicultural staff that is fully trained and prepared to recruit underrepresented minority, as well as all other, students. Similarly, underrepresented minority students must not only be recruited, but they must also be retained and encouraged to apply to and participate in honors programs (undergraduates) and to apply for fellowships, grants and other means of financial support (graduate students).

3d. Recommendation

In the enrollment management plan, it is critical to the UMass Amherst mission that Commonwealth students who achieve against the odds are given the opportunity to attend the flagship campus. The campus's financial aid program must be strictly aligned with the enrollment management strategy in order to assure realization of its goals.

3e. Recommendation

In addition to the coordinated enrollment management plan to recruit and enroll underrepresented minority students at the Amherst campus (described above), encourage the Commonwealth College (Honors College) to increase minority enrollments, including definitions of academic excellence and potential that look beyond such traditional measures as grade point averages and SAT scores. Any Honors programs and events must be coordinated by the Dean of the Commonwealth College and the Office of the Provost.

4. Problem: Academic Advising is Inconsistent and Inadequate

The Commission has determined that issues pertaining to academic advising are evident for all students, as well as for minority students. Services provided for undeclared undergraduate majors, while of apparent high quality, are woefully insufficient to meet the needs of the numbers of students who need advising. Academic advising within majors is inconsistent across the various schools and colleges. Unevenness in mentoring for graduate students, particularly for students of color, is another issue falling under this category.

4a. Recommendation

Good practice in higher education argues for undergraduate academic counseling and advising to be a major responsibility of the academic enterprise (i.e., schools, colleges,

faculty, professionally trained advising staff, etc.). Academic advising for *all* students at UMass Amherst—not just ALANA students alone—needs to be strengthened. Deans, department chairs and others with academic oversight responsibility must be held accountable for the creation and implementation of effective academic advising strategies, especially those delivered to students who are traditionally at risk of succeeding in higher education (i.e., ALANA students, low income students, etc.). Likewise, the graduate dean, along with college/school deans and department heads, needs to institute initiatives to ensure that strong advising (and mentoring) is similarly accomplished at the graduate level.

4b. Recommendation

A single unit is not sufficient to respond to the varied needs and histories one encounters in undergraduate academic advising. Successful advising—and more of it—is more likely to be achieved by the cooperation of the colleges and schools with the work that is now being done in university advising. All of this should be done by a fully trained, multicultural staff that is well prepared to address the unique issues typically found in racially and ethnically diverse students, students from other diverse groups, and students with different learning styles. Mechanisms must be put into place by which students may evaluate the quality of the advising received; and the entire enterprise should take place under the careful scrutiny of the Office of the Provost.

5. Problem: Inconsistent Values and Goals with Confusion over Role of ALANA Support Services

While the original intent of the ALANA support services was to have these programs serve as transitional entities to advance racial/ethnic equity, they have evolved to encompass broader functions of providing advising, recruitment and some academic services in addition to social and cultural activities.

5a. Recommendation

UMass Amherst must act decisively to allay the fears of extinction and confusion within the ALANA community as to the worth of the ALANA support services. These programs play a vital role in student development and serve the invaluable function of making the campus more welcoming for students who would be at a loss without them. Consistent

with the roles of such units on other large campuses, the ALANA support programs should focus primarily on supplemental support in collaboration with academic units, on cultural programs and on providing an environment that militates against the feelings of isolation minority students may feel on a large college or university campus. Further, consistent with the vision and goals of those who established these programs in the 1960's and 1970's, these programs should not assume primary responsibility for advising and recruitment of minority students, but may provide supplemental activities as required and appropriate. The administration should find a way, through some possible shift in funding, to signal its support and appreciation of the work that is being done. However, these programs should be encouraged to collaborate with one another so as to avoid cultural isolation and to seek more participation from graduate students.

5b. Recommendation

While the agreement known as *The Living Document*, signed in 1997, makes several important commitments to enhance diversity (such as the yet to be realized 20% target for minority undergraduate students and the 15% target for minority graduate students), there are other commitments that are in clear contradistinction to the original intent of the founders of the ALANA support programs. For example, in its commitment to provide financial support to fund staff to provide tutoring and other academic oriented services to at least one ALANA support program, it implies a permanent academic function to the ALANA support programs. UMass Amherst must reframe contradistinctions such as these in order to make the agreement consistent with the institution's core values.

6. Problem: Inadequate Representation of Faculty of Color

Aside from issues of social justice and equal opportunity, it is widely recognized that all colleges and universities—and their students—benefit from having a diverse faculty of various racial/ethnic groups and both genders. Faculty diversity increases the likelihood that students will have benefit of exposure to diverse perspectives in academic courses and in research pursuits. Although UMass Amherst was considered a national leader in faculty diversity by many in earlier years, there has been a troubling decline of faculty from some underrepresented racial/ethnic groups in recent years. For example, since 1999, there has been a 20% drop in African American faculty (from 54 to 43) (see

Appendix 7). Even if there had been no decline, as is the case for Latino faculty over this same period, the number of underrepresented minorities on the UMass Amherst faculty is unacceptably low. In 2004, for example, only 6 % of the UMass Amherst faculty was African American, Latino or Native American and a disproportionate number of these were faculty members in ethnic studies programs. Also of concern are the reports as to why faculty diversity is so small at UMass Amherst—occasionally uncompetitive compensation, inadequate mentoring of junior faculty, uncreative recruitment strategies by some departments, and lack of adequate training for search committees. While UMass Amherst has had an outstanding record of recruiting and hiring persons of color in top-level administrative posts, including the positions of Chancellor and Provost, the record on the hiring of deans and department heads from underrepresented groups is an area of need. The Amherst campus must pay attention to recruiting, promoting and tenuring faculty of color, to help build representation at all levels of the faculty and in the administration.

6a. Recommendation

Under the leadership of the Provost, and in consultation with school/college deans and department chairs/heads, UMass Amherst should establish faculty diversity goals for both junior and senior faculty within each academic unit and within specified timelines. A major effort should be launched to prepare faculty search committees to employ creative strategies for achieving and sustaining faculty diversity. Further, academic units must establish systematic strategies for mentoring, retaining, promoting, tenuring new/junior faculty.

6b. Recommendation

Reactivate the Special Opportunities Fund to encourage and enable minority faculty hires.

7. Problem: Deans, Chairs and Department Heads Unaccountable for Diversity

While deans and department heads in some colleges are making clear commitments to setting and achieving diversity goals, others appear to be decidedly less informed about, involved with or committed to achieving diversity within their units. There appears to be

no consistency across the schools and colleges, and no accountability for achieving (or failing to achieve) diversity and inclusion.

7a. Recommendation

In collaboration with the Provost, college and school deans should be required to set annual minority enrollment, retention and graduation targets, held accountable for achieving them, and rewarded for their successes. Also in collaboration with the Provost, deans and department heads must set hiring, promotion and tenure targets for minority faculty. These targets must be across the departments and not clustered in ethnic studies.

8. Problem: Lack of Planning, Targets, Assessments or Benchmarks for Diversity

The campus does not have an articulated series of benchmarks, targets, assessment tools, accountability standards and rewards to govern the expectations of deans, department heads, faculty, staff and others in their efforts to achieve institutional inclusion and diversity goals

8a. Recommendation

Clear benchmarks must be established against which the Amherst campus can measure its progress in diversity and inclusion. Targets for improving diversity on campus and articulated standards need to be established. A body similar to the Commission on Campus Diversity should be convened in 12 to 18 months to review progress of efforts on the Amherst campus to enhance diversity and inclusion. A formal progress report on the implementation of the recommendations contained herein should be prepared and submitted to the Chancellor.

8b. Recommendation

A regularized and annual process needs to be established for assessing the progress toward the achievement of campus diversity goals. The assessment should be conducted by a body similar to that of the current Commission with the expectation that an annual written report, with recommendations, emanating from such a process will be provided to the Chancellor and the Amherst campus community

9. Problem: Inadequate Faculty and Staff Development on Diversity and Inclusion

Effective implementation of the campus diversity and inclusion goals require a cadre of well prepared faculty, staff and administrators who understand and are competent to address the unique social, academic and personal issues and needs often faced by underrepresented minority students. These sensitivities and competencies go beyond good intentions and cannot be assumed, even from staff who themselves come from racial/ethnic minority groups. This Commission noted unevenness in opportunities afforded for faculty, staff and administrators to acquire the needed understandings and competencies to meet the needs of the diverse student body on the UMass Amherst campus.

9a. Recommendation

The UMass Amherst campus should organize and offer increased opportunities for faculty, staff and administrators to acquire understandings and competencies required to meet the unique issues and needs often faced by students (and faculty and staff) of color on predominately white campuses. Such an effort should be conducted by professionally qualified experts. Such opportunities would be especially useful for personnel in the student affairs area and for academic administrators and faculty search committees, but they should also be made available to teaching faculty and to teaching assistants. In this latter regard, the Center for Teaching and Learning may be particularly helpful in offering opportunities for enhancement in the unique teaching and learning issues often faced by students from diverse backgrounds. Appropriate incentives and rewards should be offered for faculty, staff and teaching assistants who participate in these opportunities.

10. Problem: Need to Review and Enhance Current Course Offerings for Students in the Area of Diversity and Inclusion

UMass Amherst is to be congratulated for having instituted a diversity requirement for undergraduate students. The Commission is of the view, however, that there is unevenness in the quality of the courses offered to meet this requirement and that diversity courses are not uniformly offered within all academic disciplines and majors. Moreover, there does not appear to be a diversity consideration for graduate students, many of whom are likely to have had no previous academic work in this area in their

undergraduate studies. There is no apparent systematic assessment of the effectiveness of diversity courses or requirements.

10a. Recommendation

While data and testimony from students and faculty indicate some success for existing courses, the UMass Amherst administration should support the development of more General Education Diversity courses that focus on issues of difference, culture, power and privilege. Further, recognizing the pressures to provide cost-effective instruction with fewer faculty, care must be taken to insure continued faculty involvement in General Education courses, some small classes as well as discussion sections for lecture courses, and training for graduate teaching assistants involved with these courses. We recommend (1) continued investment of resources in the General Education program, (2) incentive grants for curriculum and pedagogical development projects and (3) a systematic way to assess the effectiveness of diversity courses and requirements.

10b. Recommendation

Diversity courses should not only exist at the margins of the curriculum, but should be fully integrated into the core and incorporated into the academic majors. Departments should consider developing diversity courses within majors at the graduate level. Such that advanced study and research might be enhanced on relevant diversity topics by graduate students and faculty.

10c. Recommendation

Faculty development should be offered for faculty to enhance their ability to assume a more active role in promoting diversity. Such opportunities might encourage faculty to find ways to infuse diversity into their classes, create a positive classroom environment for diverse students, be sensitive to different learning styles of students and enhance intercultural communication across diverse groups of students within their classes. As stated above, the Center for Teaching and Learning is possibly an appropriate entity to develop such an initiative. The Amherst campus administration must find ways to reward and support faculty that take advantage of these efforts.

10d. Recommendation

Orientation programs (mandatory for all new and transferring undergraduate and graduate students) should clearly define diversity and identify it as a core value of the Amherst campus.

10e. Recommendation

UMass Amherst must develop a strong diversity orientation program, based in the dormitories and residence halls, as a way to begin to change the seemingly poisonous character of some aspects of campus climate.

11. Problem: Inadequate Financial Support of Diversity Programs

The Commission is quite mindful of the brutal budget cuts that the UMass Amherst campus has endured over the recent years. Clearly, budget cuts on the order of 25% over the past few years have had a chilling effect on all campus operations, and not only on programs designed to increase diversity and inclusion. And yet, the Commission is of the view that issues of diversity and inclusion are so central to the educational mission of any university in the 21st century—much like that of technology—that it has no choice but to find or raise the funds required to assure that its students—all of them—have the proper learning, cultural and social environment to advance their preparation to live and work in multicultural America and the global community.

11a. Recommendation

The UMass Amherst administration must review its budgetary priorities and allocations in such a way as to assure the implementation of the recommendations contained in this report. The Amherst campus Development Office can be very helpful in working with the administration to raise the external funds to address these issues. Indeed, there may be opportunities within the Massachusetts philanthropic, foundation and corporate communities to secure external funding for this effort. Not only are the enhancements described herein of benefit to the Commonwealth of Massachusetts, but properly and systematically implemented, they offer opportunities for UMass Amherst to assume national leadership in an area that is of vital importance to our country. The added prestige that could be acquired by the Amherst campus in implementing the plan

described in this report could attract additional students of high quality to its campus, as well as external support from public and private donor agencies.

SUMMARY

We end this report where we began by re-asserting that both diversity and inclusion are essential attributes of quality for American colleges and universities as they seek to prepare today's students for work and citizenship in multicultural America and within the global community. The University of Massachusetts Amherst faces, like most other institutions of higher learning in our nation, significant challenges in achieving the essential goal of providing a fully diverse and inclusive campus. Recent rounds of budget cuts severely compromise the Amherst campus's ability to achieve this lofty goal. And, yet, UMass Amherst has no choice, but to maximize the utilization of its fiscal resources, its people and its historical legacy in diversity matters to restore its national reputation as a campus where diversity matters and where structures, policies and practices translate diversity goals into realities. In sum, the Amherst campus has an opportunity to assume leadership in an area that is of compelling interest to the people of the Commonwealth of Massachusetts and, indeed, to the people of our country.

APPENDICES

APPENDIX 1: Members of the Commission on Campus Diversity

APPENDIX 2: Review of Recent History of Racial/Ethnic Relations at UMass Amherst

APPENDIX 3: Individuals Providing Testimony to the Commission

APPENDIX 4: Undergraduate Student Enrollment Data

Table 3.

Undergraduate Enrollment Status by Race/Ethnicity Fall 1998-Fall 2004

APPENDIX 5: Graduate Student Enrollment Data

Table 4.

Graduate Student Enrollment by Race/Ethnicity Fall 1994-Fall 2004

APPENDIX 6: Commonwealth College Enrollment Data

Table 5.

Race/Ethnicity of Undergraduates within the Commonwealth College
Fall 2001-Fall 2004

APPENDIX 7: Data on Faculty Diversity

Table 1.

Race/Ethnicity of Faculty by School/College Fall 1998

Table 2.

Race/Ethnicity of Faculty by School/College Fall 2004

APPENDIX 8: Data on Institutional Aid by Ethnicity

Table 6.

Institutional Aid for Undergraduate Students by Ethnicity Fall 2001-Fall 2004

APPENDIX 9: Data on Staff Diversity

Table 7. Race/Ethnicity and Gender of Staff within Major Organizational
Divisions Fall 2002

Chart 7A. Academic Affairs and Provost Fall 2002

Chart 7B. Division of Student Affairs Fall 2002

Table 8. Race/Ethnicity and Gender of Staff within Major Organizational
Divisions Fall 2003

Chart 8A. Academic Affairs and Provost Fall 2003

Chart 8B. Division of Student Affairs Fall 2003

APPENDIX I
Members of the Commission on Campus Diversity

Orlando L. Taylor (Chair)
Vice Provost for Research and Dean
Graduate School
Howard University
Washington, DC

Rosio Alvarez
Executive Director/Deputy CIO
Office of Information Technologies
University of Massachusetts Amherst

Eduardo E. Bustamante
President
Student Government Association
University of Massachusetts Amherst

Joyce A. Bylander
Associate Provost
Campus Academic Life
Dickinson College
Carlisle, PA

Jules Chametzky
Professor Emeritus
Department of English
University of Massachusetts Amherst

Martha Escobar
Undergraduate Admissions
University of Massachusetts Amherst

Sidonio Ferreira
Associate Dean
Support Services
University of Massachusetts Amherst

Ruth Ellen Fitch
President and CEO
Dimock Community Health Center
Roxbury, MA

Anne Herrington
Professor and Chair
Department of English
University of Massachusetts Amherst

Frances Degen Horowitz
President
The Graduate Center
City University of New York
New York, NY

Bailey Jackson
Associate Professor
School of Education
University of Massachusetts
University of Massachusetts Amherst

Arthur Jemison
Senior Project Manager
Economic Planning and Development Division
Massachusetts Port Authority
Boston, MA

Howard Johnson
Provost and Vice President for Academic Affairs
University of North Texas
Denton, TX

Earl Lewis
Provost and Executive Vice President for Academic Affairs
Emory University
Atlanta, GA

Pamela Marsh-Williams
Associate Dean
Undergraduate Advising and Academic Support Center
University of Massachusetts Amherst

Ernest May
Secretary of the Faculty Senate and Professor of Music
University of Massachusetts Amherst

Matthew Ouellett
Associate Director
Center for Teaching and Learning
University of Massachusetts Amherst

Robert Ringel
Professor
Department of Audiology and Speech Sciences
Purdue University
West Lafayette, IN

Vanessa Rivera
Assistant Dean for Student Affairs
College of Engineering
University of Massachusetts Amherst

Uri Strauss
President
Graduate Student Senate
University of Massachusetts Amherst

Representative Benjamin Swan
Commonwealth of Massachusetts
11th Hampden District
Springfield, MA

Carlos Vargas-Aburto
Provost and Vice President for Academic Affairs
Central State University
Wilberforce, Ohio

Esther Terry
Associate Chancellor for Equal Opportunity and Diversity
Head, Department of Afro-American Studies
University of Massachusetts Amherst

Technical Staff:
Dr. Terrolyn Carter, Howard University
Ms. Laura Holland, UMass Amherst
Ms. Shirley A. Riga, RPR Notary Public

APPENDIX 2

Review of the Recent History of Racial/Ethnic Relations at UMass Amherst

Introduction

A review of historical documents on the subject testifies to the complex history of racial and ethnic relations on the University of Massachusetts Amherst campus and reveals several strands that reverberate in the current situation. These interwoven strands include a pattern of student demand and administration response, ongoing awareness of a history of racially motivated violence, significant accomplishments and progress on issues of diversity, the proliferation of minority student services, misunderstanding of the complex workings of campus administration and finances and a lack of consistent and clear communication of UMass Amherst's expectations regarding diversity.

It is clear that young people on the Amherst campus feel that racial and ethnic discrimination has been long in place and slow to change. The record of the past 20 years reveals a history of campus engagement in racial and ethnic issues, a series of improvements as UMass Amherst moves towards the institutionalization of diversity and inclusion, and, at the same time, the failure of opportunities not fully realized. The recent history helps explain some of the complexities of the present situation.

(One) A Pattern of Demand and Response

As major issues have emerged or incidents have occurred on the Amherst campus in the past, situations have escalated to a crisis state and UMass Amherst has operated in a reactive mode. This dynamic tended to generate a series of highly specific diversity agendas from task forces and commissions or lists of immediate demands from students or student groups. While some major and long-standing changes did develop in direct response to these demands and significant progress was made, a recurrent perception has been that the university administration failed to implement or sustain the changes it promised in the crises, which undermined the effectiveness of these changes, contributed to students' mistrust of the administration and heightened tensions on campus. Many

times, these factors in turn have led to yet another crisis, with yet another round of demands. Given these students' feeling of mistrust, many did not feel that they shared a common goal with the university administration, and they defined the administration as an adversary rather than an advocate in the ongoing struggle to build a diverse and inclusive campus community.

Certainly, many changes did grow out of responses to students' demands. And many other changes were based on recommendations of task forces and commissions that were formed in turn in response to student demands, building takeovers, protests, marches and rallies. While it is clear that many recommendations have been implemented, the perception among students is that implementation is not institutionalized or permanent. According to student perception, over time, due to lack of commitment and/or lack of funding, the implementation fails, and then it becomes time to re-activate the cycle of demand and response, with a new set of dramatically posed demands. This pattern fails to recognize the progress that has been made in diversity issues on campus, and has left behind an active legacy of disappointment and distrust.

(Two) Incidents of Racially Motivated Violence and Discrimination

The spark for the students' demands has not been mere smoke, but real fire. This series of events goes back to the incidents cited in the *Hurst Report* (1987)—the treatment of Yvette Henry and the attack on Yancey Robinson, which grew out of a race riot in the South West Residential Area following a Red Sox baseball game. These incidents find echoes in incidents of the past year: in fights between white students and black students in South West, and in student anger over photographs of white student government leaders posing with racist cartoon figures. While these echoes are undeniably disturbing, they also serve to highlight some of the significant changes made over past 20 years. It is difficult to find any positive note in the mention of disorderly conduct on campus. However, it is worth pointing out that the recent (fall 2004) disturbances in the South West Residential Area following Red Sox games, in direct contrast to events in 1986, (1) were *not* racially motivated and (2) were met with a strong, publicly articulated disciplinary response.

Yet, the fact remains that there is a cumulative history of incidents of racially motivated violence and discrimination on the Amherst campus and that students on campus are very much aware of this history. This awareness informs student attitudes towards the UMass Amherst administration, and it also influences student interpretations of administration actions and events on campus. As Frederick A. Hurst has pointed out (*Hurst Report*, 1987), it is important to realize that such commonly held perceptions *carry a political reality of their own*. The students' awareness of this history of racially motivated violence undoubtedly adds to the legacy of distrust, which is exacerbated by a fear for their own physical safety and a belief that elements within the campus community contribute to the creation of an environment hostile to minority students.

The sense of the existence of a hostile atmosphere on campus appears in other reports and emerged as recently as 2001, in the *Report of the Task Force on the Future of UMass Amherst [AKA The Lazare Report]*. Among the recommendations of the *Lazare Report* was the need to address incivility on campus. "Stories abound from faculty, campus administrators, legislators, state house administrators, trustees, and the president's office about campus behaviors they regard as insensitive, insulting, inappropriate, offensive, and uncivil....The fact that so many people took the opportunity to present such behavior to the Task Force confirms their importance" (p.52). Prepared by Dr. Aaron Lazare, Chancellor of the University of Massachusetts Worcester Medical School, this Report notes, "The inevitable consequences of insults, disrespect, humiliation, and the like are hurt feelings, grudges, and even vengeance, reactions that can last a lifetime..." The Task Force concluded that the Amherst campus must address the issue of hostile behaviors among students and must become more sensitive to the importance of civility.

(Three) Significant Accomplishments on Issues of Diversity

Despite the sense of crisis response and the rippling undercurrents of past incidents of racial tension, it is important to note that the University of Massachusetts Amherst has made significant progress in building a diverse campus. Over the past 20-30 years, this progress can be seen in the development of minority student recruitment efforts, and the

burgeoning of minority student support services and advising programs, cultural centers, and programming; in the implementation of diversity requirements in the undergraduate curriculum; in the increases in need-based financial aid (which is at a level unusually high for a public institution); and in changes in campus police and campus security staffing and policies. The *Lazare Report* (2001) notes that University of Massachusetts Amherst is recognized as offering "best value" in the Kaplan/Newsweek college guide, speaking to a positive external assessment of issues of accessibility and affordability; the Amherst campus is also listed as a "leading school supporting diversity" in Kaplan/Newsweek, speaking to the institution's national reputation. Further, the National Study of Student Engagement findings show that students at the UMass Amherst report more opportunities for positive interactions with others of different/race ethnicity and a greater opportunity to learn about others of a different race/ethnicity than students at other participating Research Universities.

A helpful summary of the Amherst campus's accomplishments is provided in this excerpt from *A New Approach to Promoting Community, Diversity and Social Justice: Aspects of Strategic Action* (October 2, 1998):

These decades [1960s-1990s] featured accomplishments of which the campus can be proud. In response to emergent issues and incidents regarding race, gender, and other social justice issues, the campus developed innovative protocols for responding to incidents, an array of campus-wide education and training programs, and a nationally-known longitudinal research program for monitoring campus climate based on periodic surveys of undergraduates. The campus also pioneered in developing support programs for students of color, women, and gay, lesbian, bisexual and trans-gender students, creating high-level advisory groups around issues of civility and diversity, and provided funding in annual competitions to encourage collaborative efforts in developing innovative programs in these areas. The Fine Arts Center pioneered in bringing diverse cultural and international programs to campus. Residential education courses addressing these concerns were developed early on and were widely imitated by other campuses. The two-course Social and Cultural Diversity Requirement was implemented in 1986, long before the idea had been discussed on many other campuses. Various academic departments have made many other curricular and pedagogical changes. ...

... [I]t is clear that many faculty, department chairs and heads, deans, the library staff, and other academic officers were hard at work on these issues. Many of these accomplishments have served as exemplary models for similar efforts at

other universities and have even reframed the ways of understanding this set of issues at a national level (pp. 3-4).

The Administrative Response to the Living Document and the Nine Point Document (March 7, 1997) notes that: "Over the past five years, the administration has demonstrated a commitment to these concerns by increasing both the diversity of our students, faculty, and staff, and our institutional contribution to need-based financial aid for students to more than \$10 million, an unusually high amount for a public institution. " This represents an increase in the amount of institutional funds available for financial aid by 700%. The *Lazare Report* (October 3, 2001) compares the Amherst campus to peer institutions and confirms that the University of Massachusetts Amherst "spending on financial aid is higher than any of the peers except Rutgers, and nearly 30% higher than the average" (p.31). The report also finds that the Amherst campus spent \$104 more per FTE on student services than its peer institutions. However, these concrete demonstrations of efforts to support and sustain diversity on campus are not always clearly articulated to the campus community, and do not emerge as a strong factor in campus awareness. *A New Approach to Promoting Community, Diversity and Social Justice: Aspects of Strategic Action* launched a university-wide Community, Diversity and Social Justice Initiative in 2002 that is built on a proactive cyclical model of assessment, planning, bench-marking, implementation and evaluation that focuses on implementation at the local level. Assessment data, specifically from Academic Affairs and Students Affairs, show strong employee support for the goals of Community, Diversity and Social Justice as well as evidence that the campus climate for working and learning is not as civil for employees and students from traditionally targeted groups (e.g., non-Caucasian, women, disabled, gay and lesbian) as it is for those from non-targeted groups. Involving over one hundred students, faculty, administrators, exempt and non-exempt employees on teams within Student Affairs and each school and college of Academic Affairs, the Initiative is now in the planning stage. It represents a significant attempt to move from crisis planning to systematic and long-term planning.

(Four) The Proliferation of Minority Student Services

Efforts to respond to student needs and demands and to support a diverse campus community led, over the past 20 years, to the development of an extensive network of

minority student services. While these services provided highly valued and effective support for students, their proliferation created another series of problems. Dr. Randolph W. Bromery, who served as the University's first Vice Chancellor for Student Affairs and later as Chancellor of the Amherst campus, was one of the architect's of the Committee for the Collegiate Education of Black and other Minority Students (CCEBMS) has recently noted that CCEBMS was never intended to be a permanent program and that the plan was, in fact, to transfer responsibility for the program operation and student support to the University. While CCEBMS served as a pilot program, leading the way for the development of other minority support programs on campus, the plan to have these programs be transitional only was not fulfilled. *The Report of the Minority Student Services Review Commission [AKA the Tillis Commission]* (July 25, 1988) found that "fragmentation and duplication exists in such areas as tutorial support, academic advising, and personal counseling" (p.22). The Tillis Commission recommended that centralizing tutorial services and urging academic departments to assume more direct responsibility for academic advising would lead to a more coherent and coordinated structure and a more effective delivery of services. The Report also suggested that a structure providing for shared common administrative services would yield cost-savings that could be redirected towards enhancing services to students.

Ten years later, another report and action plan noted the recurrent pattern of establishing special offices and cultural centers to address the demands and needs of specific targeted populations. *A New Approach to Promoting Community, Diversity and Social Justice: Aspects of Strategic Action* states: "These offices and centers have provided critical programs and support for these populations, but they have often served, without it being intended, to marginalize these concerns by institutionalizing advocacy roles at the edges of the chain of command, with little or no authority to implement recommended changes or to hold others in administrative positions accountable for implementation" (p.4).

Thus, while the past two decades have seen the growth of resources and services for minority students, these have developed without a clear organizational structure or administrative hierarchy. This comes as a result of what appears to be a series of specific

responses rather than a systemic approach. This has also led to the existence of parallel structures and services, which tend to marginalize the minority students and thus are not in the best interests of either the students or the institution.

(Five) Misunderstanding of Campus Administration and Finances

A. Administrative Structure.

As many issues related to diversity have arisen in specific incidents or demonstrations on the Amherst campus, the usual pattern has been to respond to them through a highly centralized model of implementing change. As we have noted earlier, in this pattern, the top administration receives either student demands or faculty and staff recommendations for change, and is then expected to implement these specific changes with personal, day-to-day attention to detail. One example among many instances of this would be the chancellor's pledge to meet with managers of dining commons to work on diversifying the menus (*Memorandum to the Third World Community in response to Third World Student Demands*, February 16, 1988). While this amply demonstrates good will and energy devoted to meeting students' demands, it also indicates that perhaps "the devil is in the details" and, in getting sidetracked by highly specific demands, the administration has been distracted from pursuing larger changes and systemic approaches to improving diversity on the Amherst campus.

This same type of centralized response persists into the next decade, as evidenced in documents of the 1990s, and it is cited as problematical in reports of 1998. *A New Approach to Promoting Community, Diversity and Social Justice: Aspects of Strategic Action* finds that: "This pattern often results in mid- and lower-level managers and personnel being unaware of the proposed changes, the rationale for changes, and the part they might play in effective implementation. This also often means that these managers and personnel experience no ownership of the problems or proposed changes. Thus, when central administration moves on to other issues, implementation expires" (pp.4-5). This contributes to setting the cycle once again in motion, as students perceive that promises have gone unfulfilled.

In addition, the various processes used to plan initiatives and to establish priorities related to diversity issues have not always been transparent or even evident to the campus community. While *A New Approach to Promoting Community, Diversity and Social Justice: Aspects of Strategic Action* was generated to serve as a framework for spending decisions for FY 1996-2001, this planning process apparently was not widely understood among students and faculty. As the Lazare Report (2001) pointed out, the Amherst campus in recent years has been challenged by a diffuse, undefined sense of its mission and priorities, and by "the lack of a planning process that most of the faculty understand or embrace" (p.38).

B. Funding and Finances

There appear to be ongoing problems with fluctuations in state funding for UMass Amherst that negatively impact supporting, sustaining, and expanding diversity-related initiatives on the campus. As actual budget cuts have occurred (in 1980s and 2002-3), there seem to be recurrent student perceptions that programs for minority students are *disproportionately* cut and under-funded, leading to skepticism over UMass Amherst's commitment to diversity and the students' sense of the loss of programs and support services. Widespread misunderstandings of how campus finances work may contribute to students' sense of mystification and distrust over budget issues. As students' express their demands for support for diversity through actions such as building takeovers and building occupations, this impacts public perception of the institution and may damage university's credibility (thus, consequent level of funding and support) with state legislators and similarly may undermine external fund raising efforts.

(Six) A History of Engagement is Perceived as a Weakness

Ironically, the strength of the campus's historical commitment to diversity and its concurrent commitment to democratic, inclusive processes has led to some misperceptions. Time and time again, in responding to a crisis connected to racial and ethnic relations, the administration has solicited advice from committees composed of faculty, students and staff. The historical record speaks volumes to this laudable

commitment to democratic process and inclusion. However, many of these committees' carefully prepared recommendations were finalized long after the initial crisis has been dealt with and addressed. Attention shifted to other issues and the recommendations were often set aside. As a result, many excellent suggestions for achieving significant changes were never implemented and the faculty, staff and students who labored hard to formulate these suggestions became dispirited, cynical and unwilling to participate or offer their assistance again when the next crisis would occur. This planted the seeds for alienation and further fueled the sense, among some segments of the campus community, of the administration as adversary rather than ally in efforts to achieve diversity on the Amherst campus.

Thus, the continuing efforts get twisted into a weakness, at least in terms of the perception of some in the campus community. Members of the campus community see the on-going efforts, the commissions, the task forces and the reports—but they do not see the results of those efforts. They define the on-going needs and formulate possible ways to address those needs—but do not see the significant changes, reforms and progress made towards meeting those needs. Thus, while significant progress on achieving diversity may have been made, that progress did not keep pace with expectations.

(Seven) Failure to Communicate of Expectations and Success Regarding Diversity

Throughout many efforts to support diversity over the years, it seems that the Amherst campus has been struggling first of all to define its goals and priorities and second to clearly communicate those goals and priorities to its stakeholders. Furthermore, when major efforts and resultant progress in supporting diversity and inclusion on the campus have been achieved, there has not been adequate celebration, or even full articulation, of this significant progress.

The language of many reports reveals the need to define the term "diversity." Numerous commissions and task forces spent much of their time, and numerous documents devote many of their pages, to the struggle to define terms. This issue remains ongoing over the

past 20 years because, as the Amherst campus and its constituencies have changed, so have the understandings and definitions and needs. Thus, there appears to be a constant need to communicate a common understanding of diversity as well as a constant need to affirm a commitment to achieving and sustaining an inclusive campus. "Defining multiculturalism was one of the first issues that the Chancellor's Task Force undertook," acknowledges the *Report of the Chancellor's Task Force on Multicultural Issues* (June 29, 1990). The first issue also became one of the last tasks in their final meeting: "Indicative of our struggle to define multiculturalism was the decision in the final meeting of the Task Force to include two definitions of multiculturalism which we thought were sufficiently broad and varied to encompass most of the thinking on the subject" (p. 3). Several years later, the Task Force on Multiculturalism and Diversity faced a similar challenge when they realized "there did not seem to be a functional consensus definition of multiculturalism," and they went on to devote considerable energy to crafting a definition (*Report of the Task Force on Multiculturalism and Diversity*, July 1994, p.1). The most recent definition, the one guiding the on-going Community, Diversity and Social Justice initiative, places diversity in the context of community and social justice, with diversity defined as "a commitment to the variety of perspectives that spurs intellectual and creative work and learning, where men and women of diverse racial, social, and economic groups play major roles and, in a spirit of mutual respect, come to understand and appreciate what each brings to the whole."

A corollary of the need to define multiculturalism, diversity, inclusion, etc., is the need to convey the idea that diversity is central to UMass Amherst's core values and mission. The failure to articulate this core value and the proliferation of minority student services apart from the central structure of the Amherst campus have contributed to a situation in which diversity is understood by many on campus as relating only to the minority population. Thus, issues of diversity and proposed changes to enhance diversity and inclusion frequently have been marginalized rather than embraced by the entire campus community, which seriously hinders the potential for the success of these efforts and works against the best interests of all involved. An important piece of the definition of

diversity appears to be the need to define it as an essential to everyone within the campus community: students, faculty, and administration, exempt and non-exempt staff.

APPENDIX 3

Individuals Providing Testimony to the Commission

November 13, 2004

Martha Stassen
Anne Herrington
Bailey Jackson
Mathew Ouellett
Tom Schiff

December 9, 2004 – Public Forum

Angela Flete, ALANA Caucus
Barak Sered, Student
Makiri Sei, ALANA International Coordinator of GEO
Pavel Payano, ALANA Caucus
Gladys Franco, ALANA Caucus
Autumn Banks, Native American Support Program
Karen Fernandez, Latin American Cultural Center
Hinlan Wong, Yuri Kochiyana Cultural Center
Azum Ali, Muslim Student Association
Valerie Louis, Haitian American Student Association
Felix Poon, Asian Americans for Political Action
Kaitlyn Soligan, Pride Alliance
Alex Austin, Students of Caribbean Ancestry
Elvis Mendez, CASA Dominicana
Arlene Avakian, Professor and Director of Women Studies
Ingrid Holm, Tamar Shadur, Kaitlin Barry, English as a Second Language
Jeff Napolitano, Student Government Association
Tosin Fagade, Public Relations, WOCLN
Eboni Rafus, Women of Color Leadership Network
Janelly Rivera, AHORA
Rachel Woods, Board of Student Business
Lydia Petoskey, Student
Emma Tripp, Student Legal Studies Major
Marisha Leiblum, STPE Major
Annalise Fonza, Graduate Student
Rosa DeRamus, Graduate Student
Ed Cutting, Graduate Student
Catherine Adams, Graduate Student: Study for African-American Life and History

December 10, 2004

Dr. Fred Tillis, Professor Emeritus
Dean Janet Rifkin, Social and Behavioral Sciences/
Assistant Dean Karen Schoenberger
Dean Lee Edwards, Humanities and Fine Arts
Dean Thomas O'Brien, Isenberg School of Management
Sandy Peterson (for John Mullin), Graduate School
Nelson Acosta, ALANA Affairs
Doris Clemmons, CCEBMS
Wilma Crespo, BCP
Linda Olf, UALRC
Joyce Vincent, NASSS

January 9, 2005

Jo-Anne Vanin, Dean of Students
Barbara O'Connor, Chief of Police
John McCutcheon, Director of Athletics/
Robin Harris, Director of Health Enhancement
Professor John Bracey, Afro-American Studies Department
Dean Lee Osterweil, Natural Sciences and Math
Dean Andy Effrat, School of Education
Chancellor David Scott
Pamela Marsh-Williams, Associate Dean for Undergraduate Advising Center
Ken Burnham, Director of Financial Aid
Joyce Hatch, Vice Chancellor for Administration & Finance
Juan Jarrett, Assistant Vice Chancellor for Human Resources

February 3, 2005

Pamela Marsh-Williams, Associate Dean, UAASC
Robert Paul Wolff, Afro-American Studies
Michael Gargano, Vice Chancellor for Student Affairs and Campus Live
Donald Brown, Director of the Office of AHANA Student Programs, Boston
College
Michael Malone, Dean, College of Engineering
Jose Bou, Former Director of ALANA Community Outreach
Randolph W. Bromery, Commonwealth Professor and Former Chancellor, UMass
Amherst
William A. Darity, Former Dean, School of Health Science
Robert Ackermann, Former University Ombudsperson
Alexandrina Deschamps, Professor, Women's Studies
John Mullin, Dean of the Graduate School
Linda Slakey, Dean, Commonwealth College
Dan Clawson, Professor of Sociology/President of the Massachusetts Society of
Professors
Sara Lennox, Professor of Languages, Literatures, and Cultures

Willie Hill, Director, Fine Arts Center
Jenny Spencer, Associate Professor, English
John McCarthy, Professor of Linguistics/Chair, General Education Council

February 3, 2005 - Public Forum

Thomas Coish, President SEIU
Joanne Levenson, Student Family Population
Ximena Zuniga, School of Education – Social Justice Education Program
Erin Naomi Lemkey, Take Back UMass
Theresa Austin, Co-Chair Asian-Asian American Certificate Program
Andres Gomez, Take Back UMass
Thomas Lindeman
Joannah Whitney, Doctoral Candidate – Anthropology
Banu Subramaniam, Women’s Studies
Juan Zamora, Council on the Status of Minorities/Faculty Senate
Thomas Taaffe, Graduate Student
Ruhaina Raza, Secretary of Diversity Issues – SGA
Aeryn Jessie, People’s Market
Ann Ferguson, Women’s Studies and Philosophy
Nora Ritchie, SGA Senator

February 17, 2005

Stephanie Chapko, Senior Associate Director for Transfer Admissions

APPENDIX 4

Table 3.
Undergraduate Enrollment Status by Race/Ethnicity
Fall 1994-Fall 2004

Table 3.

**Undergraduate Enrollment Status by Race/Ethnicity
Fall 1994 - Fall 2004**

Semester	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Cape Verdean	Hispanic/Latino	White Non-Hispanic	Total
Fall 1994	52 0.3%	928 5.6%	602 3.7%	55 0.3%	609 3.7%	14,215 86.4%	16,461 100.0%
Fall 1995	51 0.3%	1,042 6.1%	685 4.0%	66 0.4%	667 3.9%	14,455 85.2%	16,966 100.0%
Fall 1996	63 0.4%	1,092 6.4%	755 4.4%	88 0.5%	768 4.5%	14,202 83.7%	16,968 100.0%
Fall 1997	74 0.5%	1,111 6.8%	816 5.0%	86 0.5%	749 4.6%	13,545 82.7%	16,381 100.0%
Fall 1998	73 0.5%	1,114 7.0%	808 5.1%	90 0.6%	729 4.6%	12,957 82.1%	15,771 100.0%
Fall 1999	81 0.5%	1,143 7.1%	770 4.8%	102 0.6%	748 4.7%	13,175 82.2%	15,938 100.0%
Fall 2000	77 0.5%	1,214 7.7%	728 4.6%	86 0.5%	636 4.0%	13,070 82.7%	15,734 100.0%
Fall 2001	69 0.4%	1,245 7.7%	755 4.6%	90 0.6%	665 4.1%	13,449 82.6%	16,204 100.0%
Fall 2002	61 0.4%	1,215 7.6%	725 4.5%	77 0.5%	625 3.9%	13,277 83.1%	15,919 100.0%
Fall 2003	68 0.4%	1,278 7.9%	696 4.3%	76 0.5%	579 3.6%	13,574 83.4%	16,203 100.0%
Fall 2004	58 0.4%	1,311 7.9%	692 4.2%	81 0.5%	589 3.6%	13,795 83.5%	16,526 100.0%

Note. These data do not include Graduate or Continuing Ed Students.

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir).

APPENDIX 5

Table 4.
Graduate Student Enrollment by Race/Ethnicity
Fall 1994-Fall 2004

Table 4.

**Graduate Student Enrollment by Race/Ethnicity
Fall 1994 - Fall 2004**

Semester	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Cape Verdean	Hispanic/Latino	White Non- Hispanic	Total
Fall 1994	12 0.3%	177 5.0%	151 4.3%	5 0.1%	170 4.8%	3,006 85.4%	3,521 100.0%
Fall 1995	16 0.5%	181 5.2%	162 4.6%	3 0.1%	184 5.3%	2,948 84.4%	3,494 100.0%
Fall 1996	20 0.6%	178 5.4%	156 4.7%	6 0.2%	166 5.0%	2,797 84.2%	3,323 100.0%
Fall 1997	15 0.5%	160 5.1%	132 4.2%	6 0.2%	168 5.3%	2,661 84.7%	3,142 100.0%
Fall 1998	20 0.6%	151 4.4%	169 4.9%	4 0.1%	205 6.0%	2,874 84.0%	3,423 100.0%
Fall 1999	26 0.7%	184 5.0%	177 4.9%	4 0.1%	220 6.0%	3,038 83.3%	3,649 100.0%
Fall 2000	24 0.7%	173 5.1%	166 4.9%	3 0.1%	201 5.9%	2,855 83.4%	3,422 100.0%
Fall 2001	20 0.6%	175 5.2%	165 4.9%	6 0.2%	180 5.3%	2,846 83.9%	3,392 100.0%
Fall 2002	21 0.6%	183 5.3%	189 5.5%	9 0.3%	189 5.5%	2,839 82.8%	3,430 100.0%
Fall 2003	12 0.3%	177 5.0%	187 5.3%	11 0.3%	200 5.7%	2,924 83.3%	3,511 100.0%
Fall 2004	13 0.3%	185 4.8%	189 4.9%	6 0.2%	196 5.0%	3,301 84.9%	3,890 100.0%

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir).

APPENDIX 6
Commonwealth College Enrollment Data

Table 5.
Race/Ethnicity of Undergraduates within the Commonwealth College
Fall 2001-Fall 2004

Table 5.

**Race/Ethnicity of Undergraduates within the
Commonwealth College
Fall 2001 - Fall 2004**

Semester	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Cape Verdean	Hispanic/Latino	White Non- Hispanic	Total
Fall 2001	5 0.2%	161 7.1%	53 2.3%	0 0.0%	55 2.4%	1,999 87.9%	2,273 100.0%
Fall 2002	6 0.3%	143 6.3%	59 2.6%	0 0.0%	54 2.4%	1,996 88.4%	2,258 100.0%
Fall 2003	6 0.3%	169 7.1%	54 2.3%	2 0.1%	53 2.2%	2,106 88.1%	2,390 100.0%
Fall 2004	4 0.2%	180 7.4%	61 2.5%	0 0.0%	53 2.2%	2,141 87.8%	2,439 100.0%
Total	21 0.2%	653 7.0%	227 2.4%	2 0.0%	215 2.3%	8242 88.0%	9360 100.0%

Note. These data do not include Graduate or Continuing Ed Students.

APPENDIX 7

Data on Faculty Diversity

Table 1.

Race/Ethnicity of Faculty by School/College
Fall 1998

Table 2.

Race/Ethnicity of Faculty by School/College
Fall 2004

Table 1.

**Race/Ethnicity of Faculty by School/College
Fall 1998**

School/College	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Hispanic/Latino	White Non-Hispanic	Other*	Total
Humanities and Fine Arts	1 0.3%	12 3.5%	25 7.3%	13 3.8%	281 81.9%	11 3.2%	343 100.0%
Natural Sciences and Mathematics	0 0.0%	31 10.1%	4 1.3%	7 2.3%	256 83.7%	8 2.6%	306 100.0%
Social and Behavioral Sciences	0 0.0%	6 3.0%	10 5.0%	6 3.0%	171 85.9%	6 3.0%	199 100.0%
Education	1 1.4%	3 4.1%	9 12.3%	3 4.1%	55 75.3%	2 2.7%	73 100.0%
Engineering	1 1.0%	14 13.9%	1 1.0%	1 1.0%	82 81.2%	2 2.0%	101 100.0%
Natural Resources and Environment	0 0.0%	12 6.3%	1 0.5%	3 1.6%	174 91.0%	1 0.5%	191 100.0%
Management	0 0.0%	5 7.9%	1 1.6%	3 4.8%	52 82.5%	2 3.2%	63 100.0%
Nursing	0 0.0%	0 0.0%	1 2.6%	1 2.6%	36 2.8%	1 92.3%	39 100.0%
Public Health and Health Sciences	1 1.8%	0 0.0%	1 1.8%	4 7.1%	49 87.5%	1 1.8%	56 100.0%
Other*	1 2.6%	0 0.0%	1 2.6%	1 2.6%	34 87.2%	2 5.1%	39 100.0%
Total	5	83	54	42	1,190	36	1,410
Percentage	0.4%	6%	3.8%	3%	84%	2.6%	100.0%

Other* refers to individuals with faculty status serving in administrative areas.

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir).

Table 2.

**Race/Ethnicity of Faculty by School/College
Fall 2004**

School/College	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Hispanic/Latino	White Non-Hispanic	Other*	Total
Humanities and Fine Arts	1 0.3%	12 3.9%	17 5.5%	15 4.8%	250 80.6%	15 4.8%	310 100.0%
Natural Sciences and Mathematics	0 0.0%	33 11.5%	3 1.0%	4 1.4%	241 83.9%	6 2.1%	287 100.0%
Social and Behavioral Sciences	0 0.0%	11 5.2%	8 3.8%	7 3.3%	180 85.3%	5 2.3%	211 100.0%
Education	0 0.0%	1 1.3%	7 9.0%	2 2.6%	66 85.7%	1 1.3%	77 100.0%
Engineering	0 0.0%	20 20.0%	0 0.0%	2 2.0%	73 73.0%	5 5.0%	100 100.0%
Natural Resources and Environment	0 0.0%	8 5.5%	1 0.7%	5 3.4%	129 89.0%	2 1.4%	145 100.0%
Management	0 0.0%	8 7.6%	3 2.9%	3 2.9%	87 82.8%	4 3.8%	105 100.0%
Nursing	0 0.0%	0 0.0%	1 2.1%	0 0.0%	46 95.8%	1 2.1%	48 100.0%
Public Health and Health Sciences	1 1.7%	0 0.0%	3 5.0%	2 3.3%	52 86.7%	2 3.3%	60 100.0%
Commonwealth College	0 0.0%	0 0.0%	0 0.0%	0 0.0%	33 94.3%	2 5.7%	35 100.0%
Other*	0 0.0%	0 0.0%	0 0.0%	0 0.0%	39 100.0%	0 0.0%	39 100.0%
Total	2	93	43	40	1,196	43	1,417
Percentage	0.1%	7%	3.0%	3%	84%	3.0%	100.0%

Other* refers to individuals with faculty status serving in administrative areas.

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir).

APPENDIX 8
Data on Institutional Aid by Ethnicity

Table 6.
Institutional Aid got Undergraduate Students by Ethnicity
Fall 2001-Fall 2004

Table 6.

**Institutional Aid for Undergraduate Students by Ethnicity
Fall 2001 - Fall 2004**

Semester		American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Cape Verdean	Hispanic/Latino	White Non-Hispanic	Non-Resident Alien	Unknown	Total
Fall 2001	# of Recipient	46	708	562	65	446	5,185	12	716	7,740
	% of Recipients	0.5%	9.1%	7.3%	0.8%	5.8%	66.9%	0.2%	9.3%	100.0%
	Average Award	\$2,527	\$1,932	\$2,782	\$1,973	\$2,580	\$1,851	\$14,950	\$2,164	
Fall 2002	# of Recipient	34	518	406	39	311	2986	7	415	4,716
	% of Recipients	0.7%	10.9%	8.6%	0.8%	6.6%	63.3%	0.1%	8.8%	100.0%
	Average Award	\$3,137	\$2,730	\$4,189	\$3,072	\$3,357	\$3,326	\$13,507	\$3,290	
Fall 2003	# of Recipient	45	807	538	63	392	5963	22	606	8,436
	% of Recipients	0.5%	9.6%	6.4%	0.8%	4.3%	70.6%	0.3%	7.2%	100.0%
	Average Award	\$3,326	\$2,639	\$3,847	\$3,303	\$3,266	\$2,462	\$15,629	\$2,688	
Fall 2004	# of Recipient	28	664	445	54	340	3577	27	394	5,529
	% of Recipients	0.5%	12.0%	8.0%	1.0%	6.1%	64.7%	0.5%	7.1%	100.0%
	Average Award	\$3,866	\$3,267	\$4,449	\$3,962	\$3,596	\$3,505	\$15,399	\$3,402	

Note: These data do not include Graduate or Continuing Ed Students. These data includes need-based and non need-based aid. Includes Athletic Scholarships and revenue based scholarships; does not include institutional scholarships on-campus departments; 2004-2005 data is based on current actual awards.

Source: The University of Massachusetts Amherst Office of Financial Aid Services.

APPENDIX 9
Data on Staff Diversity

Table 7.
Race/Ethnicity and Gender of Staff within
Major Organizational Divisions Fall 2002

Chart 7A.
Academic Affairs and Provost Fall 2002

Chart 7B.
Division of Student Affairs Fall 2002

Table 8.
Race/Ethnicity and Gender of Staff within
Major Organizational Divisions Fall 2003

Chart 8A.
Academic Affairs and Provost Fall 2003

Chart 8B.
Division of Student Affairs Fall 2003

Table 7.

**Race/Ethnicity and Gender of Staff within
Major Organizational Division
Fall 2002**

	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Hispanic/Latino	White Non- Hispanic	Other	Total
Academic Affairs and Provost	10	124	87	86	2351	94	2,752
Faculty	3	70	46	40	1,165	48	1,372
Professional	6	44	27	27	618	33	755
Classified	1	10	14	19	568	13	625
Administration and Finance	6	81	38	26	932	15	1,098
Professional	2	7	8	2	170	6	195
Classified	4	74	30	24	762	9	903
Chancellor			1		6	0	7
Professional		0	1	0	3	0	4
Classified		0	0	0	3	0	3
Deputy Chancellor	2	7	12	6	254	5	286
Faculty	0	0	0	0	5	0	5
Professional	1	4	10	4	167	4	190
Classified	1	3	2	2	82	1	91
Research		1	2	1	76	1	81
Faculty	0	0	0	0	1	0	1
Professional	0	1	0	0	43	1	45
Classified	0	0	2	1	32	0	35
Student Affairs	8	37	44	41	571	18	719
Professional	4	9	24	12	202	15	266
Classified	4	28	20	29	369	3	453
University Advancement	1		2	0	83	0	86
Professional	0	0	2	0	55	0	57
Classified	1	0	0	0	28	0	29
Total	27	250	186	160	4,273	133	5,029
Faculty	3	70	46	40	1,171	48	1,378
Professional	13	65	72	45	1,258	59	1,512
Classified	11	115	68	75	1,844	26	2,139

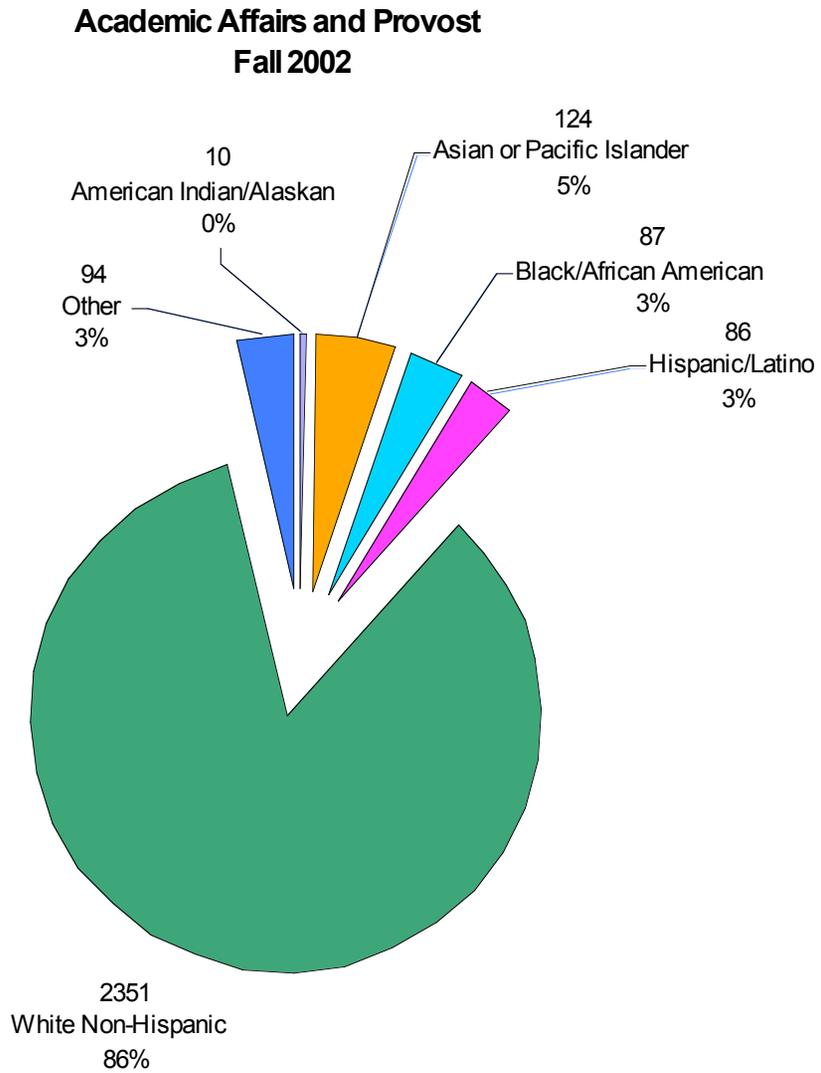
Note¹ Faculty: Personnel with faculty rank, including faculty with administrative duties (i.e., chairs and departmental heads), and visiting and part-time faculty.

Note² Professional: Includes executive, administrative, managerial and professional personnel - not eligible for overtime compensation.

Note³ Classified: Includes clerical, maintenance, technical and security personnel.

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir). These data do not include Graduate or Continuing Ed Students.

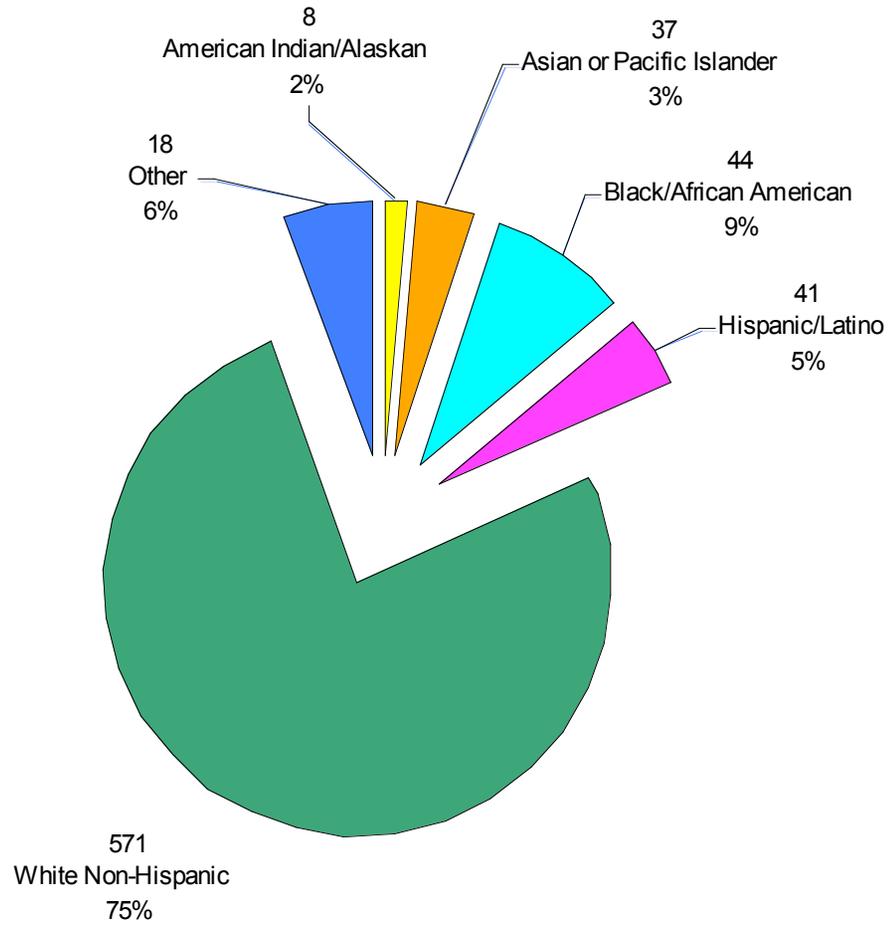
Chart 7A*



*This chart illustrates the percentage of racial/ethnic minority staff members within the division of Academic Affairs. Refer to Table 7 for percentage of minorities within other institutional divisions.

Chart 7B*

**Division of Student Affairs
Fall 2002**



*This chart illustrates the percentage of racial/ethnic minority staff members within the division of Student Affairs. Refer to Table 7 for percentage of minorities within other institutional divisions.

Table 8.

**Race/Ethnicity and Gender of Staff within
Major Organizational Division
Fall 2003**

	American Indian/Alaskan	Asian or Pacific Islander	Black/African American	Hispanic/Latino	White Non- Hispanic	Other	Total
Academic Affairs and Provost	9	159	82	85	2,360	86	2,781
Faculty	2	77	46	42	1,195	47	1,409
Professional	5	68	22	26	625	24	770
Classified	2	14	14	17	540	15	602
Administration and Finance	6	97	34	27	938	17	1,119
Professional	2	8	8	2	178	6	204
Classified	4	89	26	25	760	11	915
Chancellor	0	0	1	0	6	0	7
Professional	0	0	1	0	3	0	4
Classified	0	0	0	0	3	0	3
Deputy Chancellor	2	7	11	7	242	5	274
Faculty	0	0	0	0	5	0	5
Professional	1	3	9	4	158	4	179
Classified	1	4	2	3	79	1	90
Research	0	0	2	1	72	1	76
Faculty	0	0	0	0	4	0	4
Professional	0	0	0	0	41	1	42
Classified	0	0	2	1	27	0	30
Student Affairs	7	41	46	43	584	17	738
Professional	4	11	27	11	205	14	272
Classified	3	30	19	32	379	3	466
University Advancement	1	0	2	1	73	0	77
Professional	0	0	2	1	52	0	55
Classified	1	0	0	0	21	0	22
Total	25	304	178	164	4,275	126	5,072
Faculty	2	77	46	42	1,204	47	1,418
Professional	12	90	69	44	1,262	49	1,526
Classified	11	137	63	78	1,809	30	2,128

Note¹ Faculty: Personnel with faculty rank, including faculty with administrative duties (i.e., chairs and departmental heads), and visiting and part-time faculty.

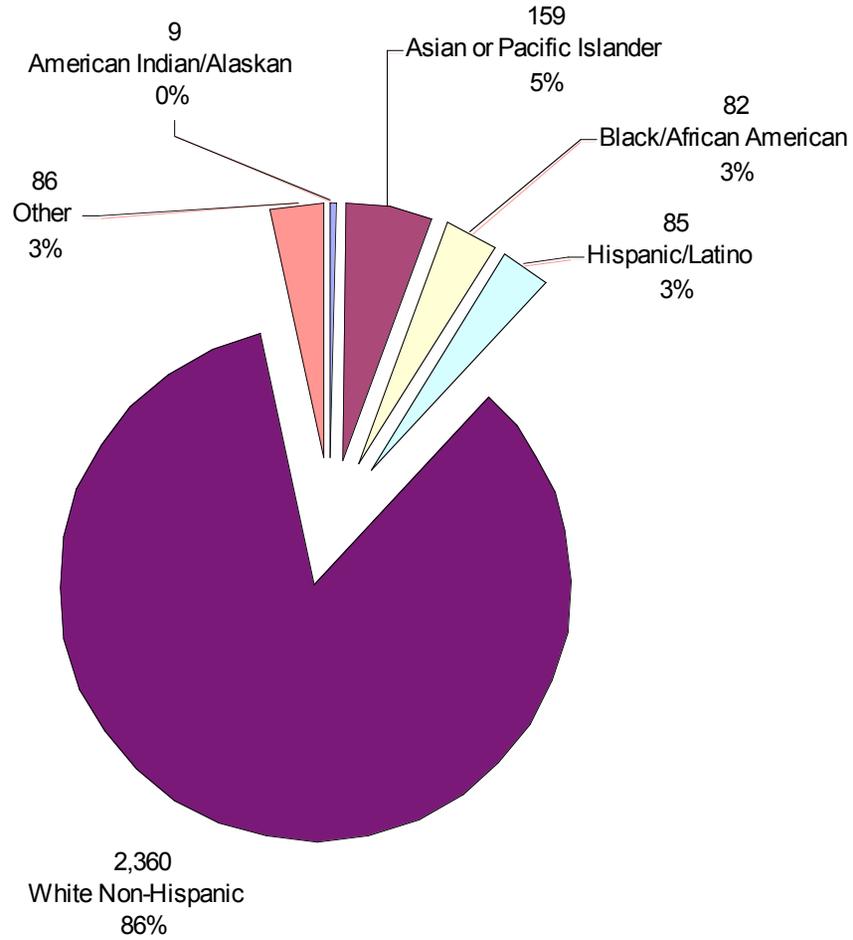
Note² Professional: Includes executive, administrative, managerial and professional personnel - not eligible for overtime compensation.

Note³ Classified: Includes clerical, maintenance, technical and security personnel.

Source: The University of Massachusetts Amherst Office of Institutional Research (OIR) website (www.umass.edu/oir). These data do not include Graduate or Continuing Ed Students.

Chart 8A*

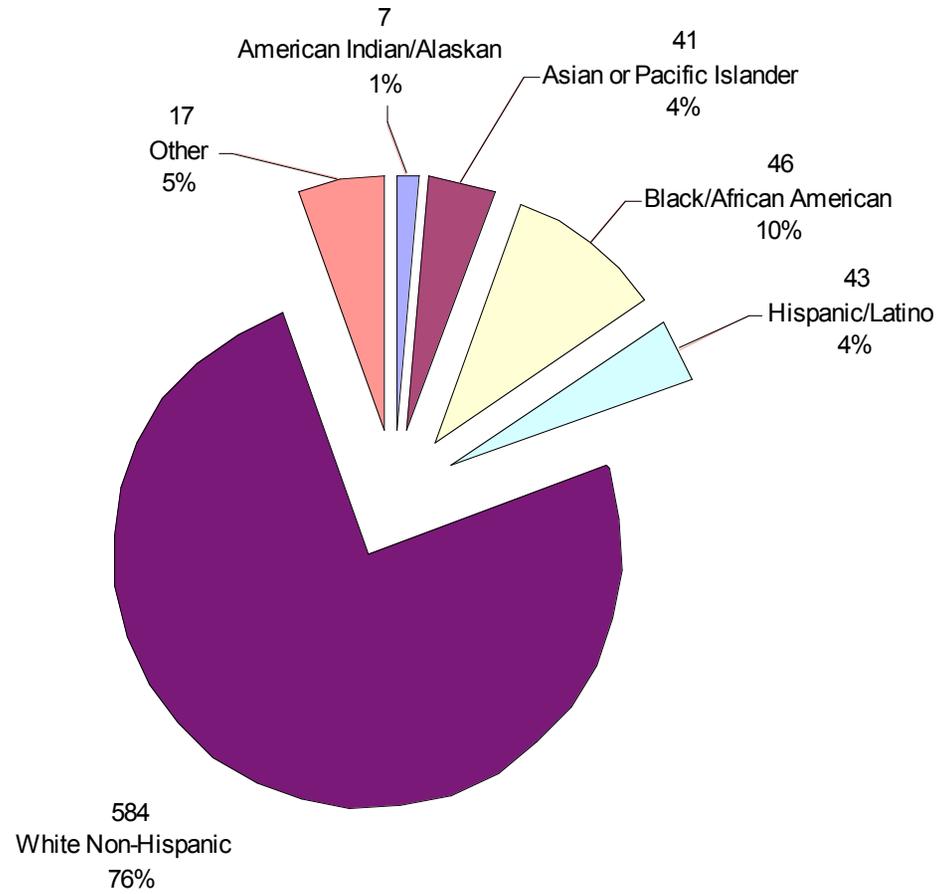
Academic Affairs and Provost Fall 2003



*This chart illustrates the percentage of racial/ethnic minority staff members within the division of Academic Affairs. Refer to Table 8 for percentage of minorities within other institutional divisions during the 2003 Fall Semester.

Chart 8B*

**Division of Student Affairs
Fall 2003**



*This chart illustrates the percentage of racial/ethnic minority staff members within the division of Academic Affairs. Refer to Table 8 for percentage of minorities within other institutional divisions during the 2003 Fall Semester.