ABSTRACT

This is a review of the Human Relations Committee Report (HRC) of 2006, which outlined over 30 recommendations for supporting diversity at Middlebury College.
# Table of Contents

Acknowledgements .................................................................................................................. 3

Introduction................................................................................................................................. 3

2006 Human Relations Committee Recommendations .......................................................... 4

Review of the 2006 Human Relations Committee Recommendations ...................................... 7

Additional Initiatives .................................................................................................................. 32

Appendix: Updated Demographic Profile of Campus: Race, Ethnicity, Gender ......................... 41

  *Students: Race and Ethnicity* .................................................................................................... 41
  *Students: Gender* ...................................................................................................................... 42
  *Faculty: Race and Ethnicity* .................................................................................................... 42
  *Faculty: Gender* ....................................................................................................................... 43
  *Staff: Race and Ethnicity* ........................................................................................................ 43
  *Staff: Gender* .......................................................................................................................... 44
Acknowledgements

Our review could not have occurred without the support and collaboration from the many staff and faculty who participated. We wish to thank and recognize the 2006 Human Relations Committee for its thoughtful work and assessment of Middlebury’s climate of diversity across all areas of the College.

Introduction

Since 2007, Dean of the College and Chief Diversity Officer Shirley Collado and Senior Advisor for Diversity Initiatives Jennifer Herrera have been tracking the progress of the recommendations outlined in the 2006 Human Relations Committee Report. In the summer and fall of 2011, Dean Collado asked colleagues who are responsible for one or more recommendations to provide an update. Participants reported what progress had been made; what challenges prevent the successful completion of the recommendations; and what revisions ought to be made to make the recommendations more relevant for Middlebury College in 2012 and beyond. This report includes a summary of their findings. Because many staff and faculty at Middlebury College are pursuing diversity initiatives beyond what the HRC recommended, this report also includes a listing of such initiatives. New initiatives that emerged concern gender and sexuality, disability, socioeconomics, and first generation college students.

Of the 35 recommendations, we consider #1-5, 22, 26, and 35 as completed or no longer relevant; these recommendations either have been addressed by colleagues or have evolved due to changes in policy. While certain completed recommendations are finite, some have been established as an ongoing part of operations, strategic directions, and missions of several departments and offices across Student Life, Academic Affairs, and Human Resources. These recommendations include: #6-18, 21, 23, 24, 27, 28, 29, and 32-34. Recommendations #19, 20, 25, 30, and 31 still warrant attention; projections suggest that these recommendations will be addressed in the near future.

Reported challenges for some of the recommendations were related to communication and collaboration across offices. Other reported challenges are attributed to the economic downturn and shifts in institutional priorities. The diversity initiatives of many departments and offices, however, have gone above and beyond the recommendations. For most of the recommendations, faculty and staff have been very thoughtful about considering projections for managing and improving their diversity efforts. The successful implementation of the recommendations is a clear indication that we, as an institution, greatly value diversity and recognize our collective responsibility to create, build, and support a diverse and inclusive community.
2006 Human Relations Committee Recommendations

Listed below are the 2006 HRC recommendations without commentary or review.

**Recommendation #1:** Redefine the Office of Institutional Diversity. Hire Dean for OID who reports to President. The objectives of this position would be: diversify faculty and staff; policy development; diversity leadership; student support; and diversity accountability.

**Recommendation #2:** Establish the PALANA Intercultural Center with new staffing responsibilities.

**Recommendation #3:** Train human relations advisers to provide support to persons who experience harassment.

**Recommendation #4:** Develop a critical incident protocol for situations involving students that appear to violate the College’s harassment policy.

**Recommendation #5:** Report the number, nature, and outcome of incidents that involve students or student groups that meet the College definition of harassment, maintaining appropriate confidentiality.

**Recommendation #6:** Increase the number of African American, Native American, Asian American, and Hispanic candidates who apply for faculty positions.

**Recommendation #7:** Convene a faculty working group, whose membership shall include faculty with expertise in diversity, as a sub-committee of the Educational Affairs Committee (EAC) to develop enhanced curricular offerings on diversity related topics, particularly in race and ethnicity studies.

**Recommendation #8:** Continue to develop the curriculum to increase student exposure to topics related to diversity.

**Recommendation #9:** Train faculty first-year advisors so that they are familiar with diversity resources on campus. Enhance the diversity resources available for faculty first-year advisors.

**Recommendation #10:** Provide enhanced professional development opportunities for faculty in disciplines not commonly associated with issues of diversity to teach courses on diversity-oriented topics.

**Recommendation #11:** Increase the involvement of “underrepresented” students in the recruiting process.

**Recommendation #12:** Provide generous financial aid awards (see Strategic Plan, Recommendation #6).

**Recommendation #13:** Provide increased funds to make internships available to all students (see Strategic Plan recommendation #45).
Recommendation #14: Expand/enhance opportunities for students of limited means to explore career opportunities. Provide funds for student travel to conferences and to job interviews.

Recommendation #15: Evaluate residential life staffing structures to create a more diverse residence life staff and a more comfortable climate for underrepresented students.

Recommendation #16: Provide substantive, ongoing training for all Commons staff to alert them to the many diversity-related resources that are available on campus or in the nearby community.

Recommendation #17: Include a diversity component in the training process for all residential life staff.

Recommendation #18: Enhance student support services in math and sciences. Review the support resources available in the Center for Teaching, Learning, & Research (CTLR) to ensure that support addresses all disciplines.

Recommendation #19: Collect, analyze, and assess detailed data about the patterns and trends of our student population with regard to retention, success, and taking time off. A designated committee should be aware of issues regarding students’ failure or success and the factors that continue to either outcome.

Recommendation #20: Develop a process that supports and encourages student organizations, departments, and the Centers on campus to discuss, plan, and promote diversity-related events.

Recommendation #21: Encourage students of color to apply to serve on the College’s judicial boards.

Recommendation #22: Develop a mission statement to express recruitment and retention objectives related to diverse populations. This statement will clearly underscore the institution’s commitment to diversity and complement the College’s non-discrimination policy.

Recommendation #23: Formalize liaison between Human Resources (HR) and the Office for Institutional Diversity (now, the Office of the Dean of the College) on matters of recruitment. Establish and document diversity recruitment plans.

Recommendation #24: Continue to network with organizations that help recruit job candidates from underrepresented groups.

Recommendation #25: Continue to advertise employment opportunities in special publications that target underrepresented groups.

Recommendation #26: Participate in appropriate job fairs outside our geographical area.

Recommendation #27: Formalize diversity training for all staff by including a targeted program in new employee orientation and in staff development programs.

Recommendation #28: Formalize reporting of data related to employee demographics.
Recommendation #29: Continue to develop diversity training for Public Safety officers, in consultation with Human Resources and the Office for Institutional Diversity (now the Office of the Dean of the College).

Recommendation #30: Establish a mentoring program for new employees from underrepresented groups.

Recommendation #31: Institute regular meetings between the Dean for Institutional Diversity (now, Dean of the College & Chief Diversity Officer) and staff council chair to address staff concerns.

Recommendation #32: Provide the Chief Diversity Officer, when appropriate, relevant diversity related feedback from staff obtained through exit interviews.

Recommendation #33: Increase staff involvement in diversity-oriented events. Improve communications regarding diversity events and expense use of release time so that staff members can attend these events.

Recommendation #34: Appoint a human relations committee regularly, at least every 5 years, to assess the climate of diversity on campus and to evaluate the implementation of previous HRC recommendations. The HRC should not be convened only in response to specific campus issues or crises, but should conduct its reviews systematically and regularly.

Recommendation #35: Develop an implementation process for each recommendation in this report. Upon acceptance of this report, the President should identify the offices and administrators who are responsible for enacting the initiatives.
Review of the 2006 Human Relations Committee Recommendations

The Office for Institutional Diversity

Recommendation #1: Redefine the Office for Institutional Diversity (OID). Hire Dean for OID who reports to the President. (Completed)

Reported by Jennifer Herrera, Special Assistant to the Dean of the College

Progress

• Dean was hired in December 2006.
• The office was redefined to include Institutional Planning and Assessment (IPA), Americans with Disabilities Act (ADA) Office, and International Student and Scholar Services (ISSS).
• The office was renamed Office for Institutional Planning and Diversity (IPD).
• The position was changed to Vice President in 2008.
• In 2009, the office underwent another restructuring. Institutional Planning moved to the Dean of Planning and Assessment; ISSS moved to the Dean for International Programs; and ADA moved to the Dean of the College.
• In 2010, Institutional Diversity folded into the Office of the Dean of the College and the VP position was changed to Dean of the College and Chief Diversity Officer.

Challenges

• None reported

Projections

• None reported

PALANA Intercultural Center

Recommendation #2: Establish Pan-African, Latino, Asian, and Native American (PALANA) Intercultural Center with new staffing responsibilities. (Completed)

Reported by Susan Burch, Director of the Center for the Comparative Study of Race and Ethnicity (CCSRE), and Jennifer Herrera on behalf of PALANA

Progress

• The PALANA Intercultural House was established at 97 Adirondack View and is open to students interested in diversity and intercultural issues.
• CCSRE was launched in fall 2008 with faculty offices in Carr Hall. A full-time director was hired in 2009 with a tenured faculty appointment in American Studies.
• PALANA maintains affiliation with CCSRE by appointing a liaison to the CCSRE student advisory board each year. In addition, the faculty advisor is a member of the CCSRE Steering Committee.
Challenges

CCSRE

• A primary challenge is significantly limited staffing support. CCSRE currently has an assistant who has a half-time appointment to the Center. This strongly shapes what the Center can and cannot do. A fulltime assistant position would enable the Center to significantly amplify its work.

• Resources: CCSRE receives most of its current support from a Mellon grant, which will expire at the end of AY 2011-2012. It is to be hoped that the College will sustain (and ideally expand) its support of CCSRE. Because the Center currently draws from a grant for its funding, it is not possible to establish, for example, annual awards for work on race and ethnicity, or to make definite plans for sponsoring scholarship, etc.

• Outreach/Sponsorship: Searches on the College’s webpages (using keywords like ‘race and ethnicity’) offer limited results. More engaged attention across the College to the importance of race and ethnicity, spotlighted in our web presence, would demonstrate its importance at the College. Amplified attention to the study of race and ethnicity in College materials and events may assist CCSRE and the College’s shared interest in promoting a more inclusive community and also to empower our members with critical skills to be global leaders.

• A significant number of pre-tenured or contracted faculty members have expressed keen interest in CCSRE’s work. Concerns that departments may not view scholarship and teaching (and/or having an office in Carr Hall rather than nearer to home departments) has limited these individuals’ ability to participate in our work. Explicit support from the administration, and confirmation by department heads that this kind of research and teaching are valued, may expand the community of engaged learners and teachers of race and ethnicity.

PALANA

• None reported

Projections

CCSRE

• Distinguished scholar initiative: CCSRE seeks to establish an annual visiting distinguished scholars program. This initiative will bring exceptional educator-scholars for year-long residencies at the College. The fellows will teach one course, work with members of the CCSRE and Middlebury faculty, and offer a select number of workshops and/or public lectures across the year that highlight teaching and researching issues of race and ethnicity.

This program directly responds to feedback from our students and faculty. Students specifically call for more and diverse courses that directly engage with issues of race and ethnicity. Faculty members (tenured, pre-tenure, and visiting) consistently express the desire to engage meaningfully with race and ethnicity in their classes. Limited exposure to best practices in teaching race and ethnicity, however, often inhibits colleagues from delving into these complicated, rich, and timely subjects. A distinguished scholars program helps answer these multiple and related calls.

These extended stays tangibly benefit our broad community: students will be able to study a topic not previously offered in our curriculum; faculty members may sit-in on these classes and/or attend the visiting scholars’ workshops or public talks that model cutting-edge teaching and researching issues of race and ethnicity. Departments and
programs also benefit. Some scholars may be interested in sharing feedback on current related curricular offerings, making their own syllabi available, and/or offering guidance and wisdom to colleagues who share an interest but perhaps not expertise in critical examinations and teaching on issues of race and ethnicity. By developing Middlebury’s areas of strength and infusing our curriculum with additional race and ethnic studies courses (and related pedagogical models), this initiative extends CCSRE and Middlebury College’s mission: to promote sustained and critical learning about diverse peoples and cultures across disciplines and programs. Ultimately, a visiting distinguished scholars project expands our academic networks beyond the campus, too, forging positive links to leading educator-scholars around the nation and potentially the world.

Like our dissertation fellows program, the distinguished scholars project provides a unique opportunity to enhance and engage departments on issues of race and ethnicity. It also extends our efforts to cultivate from within, offering additional role models to current colleagues in scholarly and pedagogical options that diversify our curriculum and community culture.

- Global critical race and ethnic studies: We are interested in developing an identifiable program (framework, such as a track or major, to be determined) in global critical race and ethnic studies. This curricular program may be developed with current College resources; it could build on unique strengths at Middlebury, including foreign languages and international studies. Such a program would complement larger aspirations to strengthen interdisciplinarity at the College. CCSRE’s collaborative work to promote faculty development around issues of race and ethnicity supports this program goal. We see this kind of curricular development as a productive response to longstanding interest in global, transnational, and comparative approaches to studying race and ethnicity.

- Participation in curriculum assessment: CCSRE hopes to participate in curriculum reassessment efforts, particularly of the Civilizations and Cultures distribution. We see this as an excellent opportunity to collaborate across the College and to consider innovative ways of incorporating critical study of race and ethnicity more fully into our curriculum.

PALANA

- None reported

Revised or Additional Recommendation

- None reported

Response to Critical Incidents

Recommendation #3: Train human relations advisers to provide support to persons who experience harassment. (No longer relevant)

Reported by Sue Ritter, Human Relations Officer (HRO)

Progress

- Recommendation #3 was completed in 2007. The College adopted a new Harassment policy in Fall 2008 with the new HRO model. The policy was amended and approved in May 2010.
- The College implemented training for incoming first-year students in Fall 2010, while the training for staff has been ongoing. Similar training for faculty, CRAs, and Commons Deans will begin in Fall 2011.
• The College is in the process of forming a hate crimes and bias incident team, the training for which is to be determined.

**Challenges**

• One of the challenges associated with this recommendation is providing meaningful training to all faculty, staff, and students that also complies with federal and state law.
• Faculty training will be a challenge in terms of reaching all of them and ensuring “buy-in.”
• The College also needs to coordinate this training with other trainings related to bystander intervention.

**Projections**

• It will take another 3 years to train all students (absent a software program that is adequate for student harassment training).

**Revised or Additional Recommendation**

• Offer training to Student Life staff regarding hate crimes and bias incidents.
• Because there are no human relations advisors (this program was superseded by the HRO position), Recommendation #3 is no longer relevant.

**Recommendation #4: Develop a critical incident protocol for situations involving students that appear to violate the College’s harassment policy.** (No longer relevant)

*Reported by* Karen Guttentag, Assistant Dean for Judicial Affairs and Student Life, and Sue Ritter

**Progress**

• The College’s Anti-Harassment policy fully addresses the protocols for responding to harassment incidents.

**Challenges**

• The primary challenge here is access to Public Safety resources and investigation costs.

**Projections**

• We are developing a bias incident and hate crime response team; otherwise, harassment cases are handled pursuant to policy.

**Revised or Additional Recommendation**

• Recommendation #4 is no longer relevant. The Anti-Harassment Policy has a process in place for responding to harassment incidents.

**Recommendation #5: Report the number, nature, and outcome of incidents that involve students or student groups that meet the College definition of harassment, maintaining appropriate confidentiality.** (Completed)

*Reported by* Karen Guttentag and Sue Ritter

**Progress**

• The Dean of the College developed web-based reporting of incidents at the College.
• The Human Relations Officer provides a report to the President of the College annually as required by the Anti-Harassment policy.

Challenges
• One challenge is analyzing the data to determine trends and developing appropriate responses to the same.

Projections
• None reported

Revised or Additional Recommendation
• This is already required by the Anti-Harassment Policy.

The Faculty and the Curriculum

Recommendation #6: Increase the number of African American, Native American, Asian American, and Hispanic candidates who apply for faculty positions. (Ongoing)

Reported by Alison Byerly, Provost, and Jim Ralph, Dean of Faculty

Progress
• The College has seen improvement in successfully recruiting a more diverse faculty. This improvement has been aided in particular by the launch of the renewed Dissertation Fellowship Program (which is designed to promote diversity at the College), and outreach to particular institutions that might help us draw attention to our positions to a more diverse applicant pool.
• The College has established a successful partnership with the Liberal Arts Diversity Officers (LADO) Consortium. Our engagement with graduate students at UC-Berkeley and Columbia University raises awareness of Middlebury and our anticipated faculty needs.
• Move to Interfolio as a faculty recruiting platform allows for better reporting of data on demographics, which will allow us to better analyze and improve our applicant pools.
• Using Job Elephant, we have expanded our advertisement of positions to always include DiverseEd.com, in order to maximize exposure to a wider range of candidates.

Challenges
• Encouraging departments to incorporate the priority on diversifying the faculty in their assessment of their own departmental needs, especially when they are preparing staffing proposals for the EAC.
• Our location in a rural environment that hosts less diversity in its population than other liberal arts colleges remains a challenge for recruiting a diverse faculty to Middlebury.

Projections
• Assessment of the improved data on recruiting that we anticipate as a result of the move to Interfolio.
• Broaden the LADO program to other research schools beyond UC-Berkeley and Columbia University. Work with department chairs and program directors to internalize diversity priorities in their assessment of staffing needs.
• Work with departments and programs in creating flexibility in appointments when those appointments would serve both departmental and diversity needs. Development of a Presidential Scholar Program that would attract accomplished senior scholars to our faculty. While this program may not explicitly focus on scholars of color, for example, it gives the College another vehicle for diversifying the faculty.

Revised or Additional Recommendation
• None reported

Recommendation #7: Convene a faculty working group, whose membership shall include faculty with expertise in diversity, as a sub-committee of the Educational Affairs Committee (EAC) to develop enhanced curricular offerings on diversity related topics, particularly in race and ethnicity studies. (Ongoing)

Reported by Alison Byerly and Jim Ralph

Progress
• Although we have not created a specific subcommittee of EAC as called for in this recommendation, the EAC itself has engaged the issue of diversity substantively over the last several years. It authorized several additional positions to enhance curricular and faculty diversity, including two positions in American Studies to provide leadership to the newly formed Center for the Comparative Study of Race and Ethnicity. It has met several times with the Center’s Director and the Chair of the Program in Women’s and Gender Studies to discuss support and staffing needs in those areas. The EAC also participated in discussions of faculty diversity this year in conjunction with a visit from two colleagues from Connecticut College who spoke about their success in diversifying the faculty at their institution.
• The CCSRE itself has been charged with expanding opportunities for the study of race and ethnicity within, and as a complement to, our curricular offerings.
• The CCSRE also provides training opportunities for faculty who wish to incorporate diversity topics in their current teaching responsibilities; this January, the CCSRE hosted a Winter Term workshop of faculty to work on revising current syllabi to better reflect diversity issues.

Challenges
• None reported

Projections
• Encourage the EAC to apply the priority on diversifying the faculty and the curriculum explicitly as a criterion for approving staffing requests submitted by departments and programs.

Revised or Additional Recommendation
• None reported
Recommendation #8: Continue to develop the curriculum to increase student exposure to topics related to diversity. (Ongoing)

Reported by Alison Byerly and Jim Ralph

Progress

- Retooled the American Studies program to include two hires explicitly responsible for diversifying curricular offerings.
- Retooled the Teacher Education program, transforming it into an Education Studies program that hosts faculty with a range of interests in pedagogical and curricular diversity.
- Recent hires and programs to diversify our faculty also lead to a more diverse curriculum. The Dissertation Fellowship Program is designed to advance both of these goals.
- The current director of Center for the Comparative Study of Race and Ethnicity (CCSRE), Susan Burch, is completing a survey of the College’s curriculum to assess the level of diversity-related offerings it currently offers.
- The CCSRE has hosted co-curricular events to complement course offerings in diversity.
- The College hosted two Mellon-funded programs aimed at studying ways to diversify our faculty, in conjunction with other institutions: (1) a colloquium and subsequent book on social justice teaching in the liberal arts; and (2) a multi-day event on “Queering the Curriculum”—both programs were led by Middlebury faculty.
- Recently met with a group of students interested in greater opportunities to engage issues of “social justice” in the College’s curriculum; this group includes a number of more specific emphases on topics related to diversity (e.g., Africana Studies, Poverty Studies).
- Diversity has been a principal theme in the programming on pedagogy sponsored by the Center for Teaching, Learning, and Research over the past five years.

Challenges

- Developing instruments to measure our progress in diversifying the curriculum.
- Work with the Office of Planning and Assessment to develop useful instruments to assess the effects of our efforts.

Projections

- Continue to work with students engaged in specific “social justice” curricular emphases, exploring creative vehicles for them to pursue these interests.
- Continue conversation with students and faculty interested in a “social justice” or “diversity” distribution requirement.
- Use the recently formed task forces on curricular innovation to develop creative strategies for connecting issues of diversity with a traditional liberal arts curriculum.

Revised or Additional Recommendation

- None reported
Recommendation #9: Train faculty first-year advisors so that they are familiar with diversity resources on campus. Enhance the diversity resources available for faculty first-year advisors. (Ongoing)

Reported by Kathy Skubikowski, Director of Center for Teaching, Learning, and Research (CTLR)

Progress
• More seminars are including topics of diversity now than in 2006, so both the issues and the resource availability come up more naturally in the classroom and the faculty office.
• CTLR faculty/staff continue to work one-on-one every September with those first-year seminar (FYSE) faculty who have as their advisees students who are identified by Admissions as at-risk for academic or other reasons. In addition, we work with all FYSE faculty, at the annual retreat and advising meetings, on the resources available to all students as well as to those with special needs.
• Writing Program faculty work with FYSE faculty, at the annual retreat and advising meetings and throughout the semester one-on-one, on the resources available for L2 and L1.5 non-native speakers of English.
• CTLR designed and is developing an Academic Advising website (go/advising) with special attention to FYSE faculty, to whom it is introduced at the advising meetings and who are reminded of it leading up to registrations. “Diversity Resources” is a link on the site.
• Every year the FYSE director and the Learning Resources director reach out to the new Posse Mentor to familiarize him/her with CTLR’s resources for the Posse students.
• CTLR faculty and staff co-sponsor/collaborate with CCSRE and other groups on campus to reach faculty (all of them potential FYSE instructors) for discussions of their teaching and advising roles.

Challenges
• Information flow. Every year we have to track down the Admissions lists (although it is getting better) and even the name of the new Posse Mentor (let alone the names of the new Posse students or of incoming US students of color) so that we can watch the students’ FYSE selections, assess their transcripts, and work with their advisers. Overall, communications between Student Life and Academics need to be better.
• Keeping track of and assessing how and when students use the resources available to them.

Projections
• Better assessment of how students use the College’s diversity resources. At CTLR, the Director of Learning Resources has begun a project of identifying the resource usage patterns of first- and second-year students identified by Admissions as at academic risk (below an academic rating of 4). Other groups could be similarly tracked in the future.

Revised or Additional Recommendation
• None reported
Recommendation #10: Provide enhanced professional development opportunities for faculty in disciplines not commonly associated with issues of diversity to teach courses on diversity oriented topics. (Ongoing)

Reported by Alison Byerly and Jim Ralph

Progress
- The Center for the Comparative Study of Race and Ethnicity’s Winter Term workshop, in which faculty have trained to revise their syllabi in order to incorporate more attention to diversity-related issues.
- Support for specific faculty members’ research whose particular research features diversity-related dimensions. For example, Tara Affolter is exploring how race is taught at elite liberal arts schools and Rachel Joo is currently researching race, ethnicity, and sports.

Challenges
- No funding earmarked for professional development specifically aimed at diversity.
- The end of the Mellon 23 grant, which underwrote a consortium of 23 schools for thinking and planning around diversity initiatives and issues.

Projections
- Continue with the conversion of the Mellon 23 group into the Alliance for the Advancement of Liberal Arts Curriculum (AALAC), and help coordinate funding for the next chapter in this group’s work.

Revised or Additional Recommendation
- None reported

Student Life

Recommendation #11: Increase the involvement of “underrepresented” students in the recruiting process. (Ongoing)

Reported by Manuel Carballo, Director of Admissions

Progress
The Admissions Office relies heavily on current students to help represent the Middlebury experience to prospective students and their families. Visitors to the office and to the Middlebury website have opportunities to learn more about our students, whether that be through contact with the Admissions Senior Fellows or tour guides or through the many student profiles online. The office has worked to make sure that these groups and profiles accurately represent the Middlebury community and its diversity. The following specific examples from the HRC Report have been addressed as follows:
- Involve students in traveling for the College: With reduced travel in the office and given the cost in terms of both time and resources, Admissions has not involved many current students in traveling for the college. The Senior Fellows attend some local fairs, which has proven to be a positive experience. Recent Senior Fellows have also done some outreach travel.
- Invite students to serve in an advisory capacity in developing admissions brochures and recruiting tools: The Admissions Advisory Committee has included student representation and the student perspective has helped shape discussions. Senior Fellows have also been
highlighted in web initiatives and have been a central role in presenting a diverse student perspective to College visitors. The Senior Fellows contribute to Admissions’ online presence and blog during the academic year while summer workers do the same during the summer months. While Admissions has not developed printed materials in some time, the student voice is well represented in these. The office has also successfully worked with Multicultural Liaisons to help with all diversity programming and add a student perspective.

- Invite students to serve on panels when prospective or admitted students come to visit: Discover Middlebury, Preview Days, and special visits usually include a student panel when time permits. These are essential in providing an unfiltered view of the Middlebury experience. In the case of both Discover Middlebury and Preview Days, the staff leave the room to allow for meaningful and honest discussion.

**Challenges**
- None reported

**Projections:**
- While there will always be more ways to involve students in Admissions’ efforts, the office has come a long way towards including the student voice. With the growing numbers of students of color applying, Admissions believes those efforts have been paying off.
- There would be great benefit to organizing a student ambassador program that would provide information and planning assistance to current students returning home for breaks. By having students reach out by returning to their communities and speaking about their college experience, Admissions could help spread the word and more effectively use the students.
- Future initiatives might be geared towards better utilizing current students in our yield efforts for admitted students.

**Revised or Additional Recommendation**
- None reported

**Recommendation #12: Provide generous financial aid awards (see Strategic Plan, Recommendation #6).** (Ongoing)

*Reported by* Kim Downs-Burns, Associate VP for Student Financial Services (SFS)

**Progress**
- Reduced Loan Initiative:Introduced in 2006-07 based on family income, thus increasing grant component in all financial aid packages. Financial aid awards were previously packaged with $4000 loan and $1800 work components. Currently, the loan component packaged is $1000, $2000, or $3000. The $1800 work component remains the same.
- Student Support Programs: Increased to include laptop assistance, travel assistance for International students, book advances, and continued medical health insurance for neediest populations. Family contribution previously capped at $2000, but has since increased to $4000, thereby allowing more students to qualify for these assistance programs.
- Minimum Student Contribution: Allowed for standard contribution to be reduced or waived entirely on occasion based on compelling hardship cases.
- Personal Budget Allowance: Increased budget for personal expenses to $1000 thus increasing grant eligibility.
• Travel Budget for International Population: Increased travel component of budget to $1000 thus increasing grant eligibility.
• Increased Sensitivity: More individualized attention to student cases and increased usage of professional judgment to allow for miscellaneous expenses.

Challenges
• Budget-Conscious College Community: Affordability of increased funds for needy students in light of recent economic crisis.
• Board and Senior Administration Priorities: Preference to faculty/staff salaries and benefits over increasing percentage of undergraduate population receiving need-based aid.
• Other Colleges offering Merit Aid or different Family Contribution evaluation (10% of income): Significant cost associated with manipulating aid formula to reduce family contribution, thus increasing grant aid component.

Projections
• Expanding the Posse program to Chicago will increase the percentage of Early Decision 1 students receiving aid.
• Increase to Financial Aid Budget based on elimination of Federal Grants, such as Academic Competitiveness Grant (ACG) and National Science and Mathematics Access to Retain Talent (SMART), and significant reduction or elimination altogether of State Grant funding.

Revised or Additional Recommendation
• More aided internship opportunities
• Higher income ranges for loan initiative
  o $0-$60K $1000 Loan component
  o $60K-$120K $2000 Loan component
  o $120K and above $3000 Loan component
• More grant funding for undergraduates attending summer Language School programs
  o 100% of need met for all ‘high need’ undergraduates

Recommendation #13 Provide increased funds to make internships available to all students (see Strategic Plan recommendation #45). (Ongoing)

Reported by Lisa Gates, Associate Dean of the College, Director, Center for Education in Action

Progress
• President approved $10 million fundraising goal to support unfunded internships and student-initiated projects.

Challenges
• $300K will be available to support students during Summer 2012. Final amount depends on success of MiddAction challenge and fundraising during AY 11-12.

Projections
• Need to assess and standardize support for WT internships as possible, particularly those internships for academic credit.
Revised or Additional Recommendation
• None reported

**Recommendation #14: Expand/enhance opportunities for students of limited means to explore career opportunities. Provide funds for student travel to conferences and to job interviews.** (Ongoing)

Reported by Lisa Gates

**Progress**
• Once MiddAction fund reaches a certain dollar amount (e.g. $500K) for direct student support, identify approximate amounts for summer, winter term and travel support for participation in career-related events, internships (even paid) and job interviews for financial aid recipients (e.g. $8-10K). In the interim, with College Advancement approval, EIA could use MiddStart to raise a small amount of funds ($5K) for an annual expendable fund.

**Challenges**
• None reported

**Projections**
• None reported

Revised or Additional Recommendation
• None reported

**Recommendation #15: Evaluate residential life staffing structures to create a more diverse residence life staff and a more comfortable climate for underrepresented students.** (Ongoing)

Reported by The Commons and the Office of the Dean of Students

**Progress**
• Student Life has incorporated a number of issues that address a wide spectrum of diversity within the College community/student body in its training of residential life staff.
• The Commons look to hiring a diverse residential life staff to best reflect and support the diversity within the student body.
• Attention to diversity is a fully integrated component in nearly every aspect of work in the Commons.
• A few examples of work in residential life that supports diversity include:
  • Provide academic accommodations for students from underrepresented groups when, for example, family or personal crises arise.
  • Consult with faculty and other groups to help bridge differences in perceptions about underrepresented groups.
  • Teach residential life staff to teach on the halls. Much of this is covered in the initial training of the staff and supported through regular consultations between the staff and their supervisors who remain aware of the multitude of backgrounds and perspectives that the community has.
  • Meet yearly with Admissions to discuss matriculants who have come from challenging backgrounds.
• Support student initiatives such as My Midd Retreat.
• Attend a variety of workshops and be involved in a wide array of programs (Posse Plus Retreat) that promote discussion of issues of diversity on campus and provide a voice to those who may traditionally be underrepresented.

• Residential life aims to recognize the inherent diversity within the student body; staff consciously refrain from limiting themselves to a definition of diversity that is focused on traditional categories such as race or gender (without excluding those categories), but as a much broader set of differences and characteristics that often involve privilege and power.
• With regard to the diversity of the residential life staff, they are both visibly and invisibly diverse. As a regular part of the interview process, candidates are asked questions that focus on diversity and diversity awareness. Sub teams consult to make sure that a representative profile across the campus is represented in the collective of residential life teams.

Challenges
• None reported

Projections
• None reported

Revised or Additional Recommendation
• None reported

Recommendation #16: Provide substantive, ongoing training for all Commons staff to alert them to the many diversity-related resources that are available on campus or in the nearby community. (Ongoing)

Reported by Jennifer Herrera

Progress
• Since 2007, the Commons have developed and provided an annual training program for all residential life staff (see HRC recommendation #17).
• All Commons deans receive professional development funds and are encouraged to seek opportunities to enhance their skills in diversity-related areas.
• The Office of the Dean of the College and Communications have developed the Diversity and Community website, which includes a comprehensive list of diversity-related resources and centers on campus. The Diversity and Community site can be found at http://www.middlebury.edu/studentlife/diversity.

Challenges
• None reported

Projections
• The Diversity and Community website is still under construction with plans for completion by Summer 2012. There are plans to include diversity-related local resources to the comprehensive list found at http://www.middlebury.edu/studentlife/diversity/centers.

Revised or Additional Recommendation
• None reported
Recommendation #17: Include a diversity component in the training process for all residential life staff. (Ongoing)

 Reported by Scott Barnicle, Dean of Atwater Commons, and Natasha Chang, Dean of Brainerd Commons

 Progress

 • Diversity is a key component of residential life training that is not only directly addressed but also infused throughout this week-long intensive training program.
 • In 2010 and 2011, Shirley Collado, Dean of the College and Chief Diversity Officer, co-facilitated a three hour session specifically addressing diversity. This session included our FYCs, Co-Chairs, Commons RAs and CRAs, Commons deans and heads. In addition to this focused workshop, diversity is a topic that is emphasized in almost all aspects of the Residential Life Training Program. Because working with individuals and community implies an awareness of and respect for people's personal backgrounds and experiences—particularly with a view toward being welcoming and creating a cohesive and respectful living environment—diversity is a common thread in almost all of the activities. Some examples include:
   • Interactive “tribal games” exercise that emphasizes different ways people may communicate and gives participants a chance to reflect on how aspects of one's identity (such as cultural background or gender norms) may influence communication style.
   • “Now Moments” workshop in which residential life staff discuss potential scenarios that they might encounter and brainstorm on how to address them. Scenarios are carefully designed to provoke discussion about topics related to diversity. One example scenario is as follows: “It's parents weekend and I am a recently out gay student who hasn't yet told their parents. I feel guilty and deceitful, what should I do?”
   • Training through CTLR to support and refer students with a broad range of academic backgrounds and learning styles/needs.

 Challenges

 • Sometimes defining diversity can be a challenge.
 • It would be beneficial to have diversity training throughout the academic year.

 Projections

 • Residential life staff anticipate that they will continue to emphasize the topic of diversity both in the diversity workshop as well as throughout other activities.

 Revised or Additional Recommendation

 • None reported
Recommendation #18: Enhance student support services in math and sciences. Review the support resources available in the Center for Teaching, Learning, & Research (CTLR) to ensure that support addresses all disciplines. (Ongoing)

Reported by Kathy Skubikowski

Progress

• CTLR hired Quantitative Skills Support Director and collaborated with then Dean of Institutional Diversity Shirley Collado on developing training programs in 2008. CTLR hired ESL writing professor in 2009. CTLR support of both quantitative and ESL skills has improved.
• Quantitative Skills Support: CTLR support has been expanded and nuanced to meet the specific needs of students seeking improvement in quantitative skills.
  • Support now extends beyond courses in the Math Department to include support for students’ quantitative work in courses of Economics, Psychology, Political Science, Philosophy, Biology, Chemistry, Computer Science, Geography, Geology, and Physics.
  • Tutors now receive three times the training they used to receive, including training in problem solving and in matching tutoring style with students’ learning styles.
  • The new director of Quantitative Studies Support offers on-on-one tutorials and workshops on Quantitative skills. The director also addresses the evaluation of incoming students’ math preparedness by reviewing Admissions folders; pre-advises students in course placement; diagnoses individual students’ applications; consults with FYSE Advisors on students’ registrations; and offers an alternative first math course (MATH/INTD100, modeled on WRPR100) for students not prepared to begin with Calculus or Statistics.
• ESL Support: CTLR offers a multi-faceted support model for multilingual/ESL students. A new faculty member who joined the Writing Program in Fall 2009 has expanded offerings to include the following:
  • Individual meetings with dozens of students each semester, often through referrals from faculty, deans, counselors, etc.
  • Professional development workshops for faculty, staff, and peer writing tutors on how to support multilingual/ESL students.
  • A new “English Language Support” website, linked to the CTLR’s homepage, with resources for students, faculty, and staff.
  • A workshop series on academic speaking, including class participation and presentations, and academic reading targeted toward international students and other non-native speakers.
  • Consultation with Admissions to improve support, including reviewing files for incoming students.
  • Newly-developed FYSE (“The American Dream”) and Writing Program courses (WRPR102) designed to appeal to international students and other non-native speakers.
  • Ongoing institutional research (surveys, interviews, etc.) to learn more about the experiences and needs of these special populations.

Challenges

• Difficulties accessing data, sharing help, and defining student needs have been challenges to improving CTLR support.
• Access to information about the causes for departure for international students, for example,
and a more standardized exit interview procedure in general would elicit good data that could inform institutional decision-making.

- Tight staffing in Admissions, Institutional Research, and ISSS has made it difficult to do collaborative institutional research, despite consensus that such research would be valuable.
- Quantitative Skills Support: To improve quantitative skills support the CTLR has reached out to Admissions for data on the math scores of the entering class, which was sorted for correlation of DOS and DS2 with low math scores. With budget cuts in Admissions, data can be difficult to obtain.
- ESL Support: ESL support could also be enhanced by increased access to data on incoming students—both internationals and resident aliens (U.S. permanent residents). In particular, the responses to the application questions about language spoken at home should eventually be made available in electronic format, so that all non-native speakers (not just international students) can be considered as a group, to look for trends in retention and academic achievement.

Projections
- None reported

Revised or Additional Recommendation
- Improve academic support for women and underrepresented groups in math and science.

Recommendation #19: Collect, analyze, and assess detailed data about the patterns and trends of our student population with regard to retention, success, and taking time off. A designated committee should be aware of issues regarding students’ failure or success and the factors that continue to either outcome. (In progress)

Reported by Karen Guttentag

Progress
- Visiting Instructor in Psychology Adela Langrock and Karen Guttentag are convening an advisory group of faculty and staff this winter to guide two efforts: the launching of focus groups on student expectations of Middlebury and their lived experiences, and the development of a standing group to oversee retention patterns.

Challenges
- The focus is expanding to include not only students who are leaving Middlebury (voluntarily or involuntarily), but also those who are staying but are significantly dissatisfied with their Middlebury experience.

Projections
- Develop advisory group and conduct focus groups by the end of Spring 2012.

Revised or Additional Recommendation
- None reported
**Recommendation #20:** Develop a process that supports and encourages student organizations, departments, and the Centers on campus to discuss, plan, and promote diversity-related events. (In progress)

*Reported by Jennifer Herrera*

**Progress**

- In 2007, the Office for Institutional Diversity created the Intercultural Student Leaders Council (ISLC) that was made up of student leaders from the various cultural and diversity student organizations. The purpose of ISLC was to facilitate collaboration among student organizations to promote programs and partnerships for fostering an inclusive community that advocates for cultural awareness and understanding, mutual respect, and personal growth. ISLC met on a monthly basis to share information about upcoming events and brainstorm possible event collaborations.
- In 2009, JJ Boggs and Jennifer Herrera worked with ISLC and SGA-Institutional Diversity Committee to develop a new mission and collaboration charge for ISLC. Many students involved wanted to broaden the collaborative relationship to include all student groups, not just the cultural groups. ISLC then became the Synergy Networking Council (SYNC).
- In 2010, Shirley Collado and Jeff Cason met to discuss how the Centers on campus could work more collaboratively on program planning and to avoid scheduling conflicts. A representative was assigned in each area that communicated regularly via email. A shared Google calendar was created and managed as a “shadow database”. In the fall of 2011, it was decided that managing the Google calendar was an added responsibility and no longer a viable option. The group continues to communicate openly about events planning and relies mostly on R25 and Event Management for assistance.

**Challenges**

- SYNC did not continue beyond 2009-2010. Several students representing the cultural groups felt they could not effectively work with other groups until they were able to address their own challenges in collaborating with each other.

**Projections**

- In 2012, new leaders of the cultural organizations began discussing the importance of open communication and collaboration to effectively support each other’s missions and work. Jennifer Herrera anticipates working with JJ Boggs to revisit the role of ISLC in light of what the cultural organization leaders are expressing, with the possibility of reinstating ISLC, in its previous form or under a new model.

*Revised or Additional Recommendation*

- None reported

**Recommendation #21:** Encourage students of color to apply to serve on the College's judicial boards. (Ongoing)

*Reported by Karen Guttentag*

**Progress**

- Domestic students of color and international students have consistently represented approximately 20-25% of board membership for the last five years.
• In the last two years, the application process has been changed to encourage a stronger applicant pool in general by creating a promotional video about the experience of serving on the board and putting the application online.
• During the application process, colleagues with special ties to these communities are asked to encourage any promising students to consider this opportunity. This includes Posse mentors, International Student & Scholar Services staff, and other staff and faculty colleagues who work closely with non-White students.

Challenges
• None reported

Projections
• Continued consistency and improvement.

Revised or Additional Recommendation
• None reported

Staff Diversity

Recommendation #22: Develop a mission statement to express recruitment and retention objectives related to diverse populations. This statement will clearly underscore the institution’s commitment to diversity and complement the College’s non-discrimination policy. (Completed)

Reported by Jennifer Herrera

Progress
• In 2009 the mission statement for the Office for Institutional Planning and Diversity was re-drafted into a mission statement for the College:

  Middlebury College aspires to be a model of what a 21st-century liberal arts institution truly should be—a welcoming, learning community. We work to build and maintain a diverse and inclusive community that is committed to broad educational opportunities and to operating within an atmosphere of respect for one another.

• In 2010, a new mission statement for the Office of the Dean of the College and Chief Diversity Officer was drafted that underscores diversity, community and inclusion:

  The Office of the Dean of the College and Chief Diversity Officer oversees student life and diversity initiatives at Middlebury College. We work closely with all Middlebury constituencies to ensure that our students, staff, and faculty have the opportunity and the encouragement to participate fully in the campus community.

  We are committed to building and maintaining a diverse, inclusive, and vibrant community, representing a wide range of backgrounds, experiences, and viewpoints. Within this community, we strive to create an environment in which mutual respect is paramount and which prizes and nurtures the qualities of openness and the willingness to embrace personal and academic challenges.
In keeping with the College's commitment to be a model of 21st-century liberal arts education, in which learning takes place both inside and outside of the classroom, we work closely with a variety of programs on campus to enrich the intellectual and personal development of all Middlebury students.

Challenges
• None reported

Projections
• None reported

Revised or Additional Recommendation
• None reported

Recommendation #23: Formalize liaison between Human Resources (HR) and the Office for Institutional Diversity (now, the Office of the Dean of the College) on matters of recruitment. Establish and document diversity recruitment plans. (Ongoing)

Reported by Drew Macan, Associate VP for Human Resources & Organizational Development, and Ellen Usilton, Employment Systems Manager

Progress
• Following research and initial discussions, HR and the Office of the Dean of the College have carefully crafted a “Designation of Responsibility” section of our initial draft Affirmative Action Plan. This document identifies roles and responsibilities for both faculty and staff diversity recruitment efforts as well as the required analysis of diversity related employment and recruitment data.
• Significant progress has been made in the area of collecting race and ethnicity data of candidates for faculty vacancies. Beginning with Fall 2011, tenured and multi-year term vacancies will be managed with an online recruiting tool which will be used to gather and report required data.
• In addition, HR and the Language School (LS) administration are collaborating on ways to improve the recruitment process for LS faculty and staff to be more open, consistent, and track required race and ethnicity information. Currently, a two-year plan is in place to develop and implement a recruitment process that better meets the needs of diversity recruitment for the LS.

Challenges
• HR is striving to find ways to enhance recruitment practices without creating undue administrative burdens and to remain sensitive to the unique character of distinct Middlebury programs.

Projections
• HR and the Office of the Dean of the College will be working together to finalize the initial Affirmative Action Plan and begin more intensive work on policy development and training of hiring managers during the last quarter of 2011 and the first quarter of 2012.
**Revised or Additional Recommendation**

- None reported

**Recommendation #24: Continue to network with organizations that help recruit job candidates from underrepresented groups.** *(Ongoing)*

*Reported by* Drew Macan and Ellen Usilton

**Progress**

- HR continues to work with the Higher Education Recruitment Consortium which refers candidates who are spouses/partners of tenured faculty at member institutions. Efforts focus on successful recruitment and retention of candidates.
- HR also participates in online communications with Hispanics in Higher Education.
- HR continues to maintain relationships with Vermont Adult Learning and the Vermont Association of Business, Industry and Rehabilitation (VABIR), associations that work with at-risk and disabled adults, respectively.

**Challenges**

- None reported

**Projections**

- HR will continue to explore new opportunities for networking.

**Revised or Additional Recommendation**

- None reported

**Recommendation #25: Continue to advertise employment opportunities in special publications that target underrepresented groups.** *(In progress)*

*Reported by* Drew Macan and Ellen Usilton

**Progress**

- Although advertising in general has decreased in 2010 and 2011 due to less active recruiting during the economic downturn, Middlebury continues to utilize publications that target underrepresented groups, specifically, Diverseeducation.com and LatinosinHigherEducation.com.
- The College also routinely advertises with online sites with extremely wide appeal to ensure that it is reaching a wide audience geographically and in terms of sector of the economy. This improves the College’s exposure with all candidate groups.

**Challenges**

- Fewer vacancies have had an impact on advertising opportunities.

**Projections**

- As the economy improves, the College anticipates increased job mobility and subsequently more openings.
Revised or Additional Recommendation

- None reported

Recommendation #26: Participate in appropriate job fairs outside our geographical area. (No longer relevant)

Reported by Drew Macan and Ellen Usilton

Progress

- HR has not participated in job fairs in the last two years.

Challenges

- From late 2008 through much of 2010, the College enacted a hiring freeze on all but the most essential positions, in addition to other significant budget reductions. As a result, we had few vacancies to justify the expense of participating in job fairs.

Projections

- HR does not anticipate significant increase in job fair participation, but encourages College faculty and staff to network with potential candidates at the vast array of professional meetings and conferences they attend.

Revised or Additional Recommendation

- Given the prominence and far-reaching influence of online recruitment, it may be advisable to redirect College travel resources for bringing candidates to campus as opposed to recruitment travel. Fairs can be useful but are ultimately a long-shot for connecting with specific candidates. Bringing candidates to campus is an important interview and retention strategy.

Recommendation #27: Formalize diversity training for all staff by including a targeted program in new employee orientation and in staff development programs. (Ongoing)

Reported by Sheila Andrus, Training & Development Manager, and Drew Macan

Progress

- HR includes diversity in new employee orientation. It is a thread that is woven into several aspects of the training when discussing the mission of the College; the breadth of our programs; our philosophy of how staff, faculty and students are expected to work and learn together; and how we expect our colleagues to behave in a respectful and inclusive manner.
- Similarly, diversity is threaded into other training HR does such as introduction to supervision, anti-harassment, and manager training (formerly known as Leader Skills).

Challenges

- Resources, accountability, focus and urgency: as with all institutional priorities these are constant challenges. There may be a need to re-evaluate the definition of what “formalizing diversity training” means and what it looks like, and assess where the gaps may be.

Projections

- Between January and April 2012, approximately 200 managers and supervisors completed a comprehensive management development program that included elements of creating an
inclusive work environment that is understanding of difference. In October 2011, a monthly learning series called go/managers was established, and a parallel series called go/staff will launch soon after. These monthly gatherings will offer the opportunity to include specific programming for diversity as well as other important training and development topics.

Revised or Additional Recommendation
• None reported

Recommendation #28: Formalize reporting of data related to employee demographics.
(ONGOING)

Reported by Drew Macan and Ellen Usilton

Progress
• Significant progress has been made in data reporting. Since the 2006 HRC report, Middlebury completed the acquisition of the Monterey Institute of International Studies (MIIS). Given that MIIS is a federal contractor subject to the provisions of the Department of Labor’s Office of Federal Contract Compliance Programs’ (OFCCP) revised 41 CFR60-2 regulations requiring the development of an Affirmative Action Plan (AAP), Middlebury has begun a comprehensive review of its race and ethnicity data collection in order to comply with quantitative analysis requirements. These include: Workforce Analysis (data on proportion of current employees in protected classes by job title); Job Group Analysis (analysis of jobs by content, wage, and advancement opportunities in order to facilitate comparisons of our employee demographics to estimated available workforce data); Availability Analysis (compares internal and external availability by race and gender); and Utilization Analysis (compares job group and availability analysis).

Challenges
• During HR’s first attempt at gathering the data necessary for the analysis above, it became clear that improvements were needed in the collection of applicant flow data. In order to successfully complete the analysis, the College needs to provide a voluntary self-disclosure of race/ethnicity and gender to job candidates. This is routine for applicants to regular and full-time staff vacancies, but was done with varying degrees of success across many other employment groups who did not use an applicant tracking system or did not track applicant data.

Projections
• The academic administration endorsed the use of an applicant tracking system for many of its searches in the Fall of 2011, expanding appropriate data collection for a critical segment of the applicant population.
• Collaborative efforts are underway with the Language School (LS) administration and HR to collect information for LS vacancies.
• In addition, HR is exploring the use and potential implementation of a new applicant tracking tool which would accommodate the addition of seasonal, on-call, and special program hires.
• Support from the administration and cooperation of hiring department will be critical to the success of expanding data collection efforts in order to better meet the standards of data analysis set forth by the AAP regulations.
Revised or Additional Recommendation
  • None reported

Recommendation #29: Continue to develop diversity training for Public Safety officers, in consultation with Human Resources and the Office for Institutional Diversity (now the Office of the Dean of the College). (Ongoing)

Reported by Sheila Andrus and Lisa Burchard, Associate Dean of the College, Director of Public Safety

Progress
  • Several Public Safety officers were trained in HR Leader Excellence and Development program starting in 2007.
  • The Department of Public Safety sends each new public safety officer to a five-day campus security academy at Keene State that includes sections on Community Relations, Diversity, and Bias Incidents.
  • In 2010, the Director of Public Safety trained the staff on hate crime and bias incident investigation and statistical reporting to Federal Government.
  • The FY13 budget will include a request to fund a training program on diversity and bias and hate crime incidents.

Challenges
  • Workload, emergency priorities, and changes in staff within the department all present problems for developing and conducting training.

Projections
  • This recommendation is a high priority. Ongoing training will still be provided for officers. Additional opportunities will be researched in collaboration with the Dean of the College and the Director of Public Safety.

Revised or Additional Recommendation
  • None reported

Recommendation #30: Establish a mentoring program for new employees from underrepresented groups. (In progress)

Reported by Laura Carotenuto, Manager of Employee Relations, and Drew Macan

Progress
  • The initiative has not yet begun.

Challenges
  • The concept of a “mentoring program” is fairly broad. In order to develop an effective program, it is important to understand the particular challenges new employees have encountered in assimilating into the Middlebury community.
  • Given current workload stresses, a mentoring program would need to have the endorsement and support of senior management to encourage involvement.
Projections
  • It seems reasonable that a mentoring program could be established in the next 1-2 years, dovetailing with and supporting an overall “on-boarding” process for all new employees.

Revised or Additional Recommendation
  • None reported

Recommendation #31: Institute regular meetings between the Dean for Institutional Diversity (now, Dean of the College & Chief Diversity Officer) and staff council chair to address staff concerns. (In progress)

Reported by Drew Macan and Laura Carotenuto

Progress
  • The initiative has not yet begun.

Challenges
  • None reported

Projections
  • The associate VP for Human Resources and Organizational Development (HR/OD) Drew Macan will work with the Dean of the College & Chief Diversity Officer to schedule the meetings with Staff Council.

Revised or Additional Recommendation
  • None reported

Recommendation #32: Provide the Chief Diversity Officer, when appropriate, relevant diversity related feedback from staff obtained through exit interviews. (Ongoing)

Reported by Laura Carotenuto and Drew Macan

Progress
  • The associate VP for HR/OD meets with the Dean of the College & Chief Diversity Officer on a monthly basis to review a full-range of employee issues and concerns.

Challenges
  • In response to concerns that departing employees were not comfortable providing candid feedback during one-on-one (voluntary) exit interviews, HR transitioned to an online, anonymous process. Unfortunately, the response rate has been rather low, so other mechanisms, perhaps a hybrid model, need to be explored.

Projections
  • None reported

Revised or Additional Recommendation
  • None reported
**Recommendation #33: Increase staff involvement in diversity-oriented events. Improve communications regarding diversity events and expense use of release time so that staff members can attend these events.** (Ongoing)

*Reported by* Laura Carotenuto and Drew Macan

**Progress**
- The new MiddPoints blog has allowed for improvements in campus-wide announcements through a self-service medium. The information is also provided in a more timely way. Google Analytics also allows HR to track readership.

**Challenges**
- Staff participation in community events is always a challenge. Some staff are limited in their ability to engage in non-work activities in the course of the workday, yet off-hours attendance can be problematic as well.
- In order to encourage involvement in events that occur during the workday, the organizers of key events should request that release time be provided. The decision to grant release needs to support both operational and community needs.

**Projections**
- None reported

**Revised or Additional Recommendation**
- None reported

**The Future of the Human Relations Committee**

**Recommendation #34: Appoint a human relations committee regularly, at least every 5 years, to assess the climate of diversity on campus and to evaluate the implementation of previous HRC recommendations. The HRC should not be convened only in response to specific campus issues or crises, but should conduct its reviews systematically and regularly.** (Ongoing)

*Reported by* Jennifer Herrera

**Progress**
- Although a human relations committee was not appointed at the five-year mark, in 2011 Shirley Collado charged Special Assistant to the Dean of the College & Senior Advisor for Diversity Initiatives Jennifer Herrera and Special Projects Coordinator for the Vice President for Administration Sarah Franco to complete a more comprehensive analysis of the report’s implementation in order to help shape a future direction for diversity initiatives at Middlebury.

**Challenges**
- None reported

**Projections**
- As per Standard 6 of the Reaccreditation Self-Study under Student Services, “the Dean of the College will appoint (in consultation with the president) a standing group on diversity and inclusion that will review progress on these issues, with attention to the 2006 HRC report.”
Based on this projection, Dean of the College & Chief Diversity Officer Shirley Collado will broaden Community Council’s charge to include oversight of diversity and inclusion goals and assessing Middlebury’s climate of diversity across all non-academic areas of the College.

- The College will be reviewing and engaging faculty, staff, and students on diversity initiatives biannually.
- There are plans to conduct an institution-wide campus climate assessment in the fall of 2012.

**Revised or Additional Recommendation**

- None reported

**Recommendation #35:** Develop an implementation process for each recommendation in this report. Upon acceptance of this report, the President should identify the offices and administrators who are responsible for enacting the initiatives. (Completed)

*Reported by* Jennifer Herrera

**Progress**

- In 2007, Shirley Collado drafted an implementation table and, in consultation with President Liebowitz, identified the offices and administrators responsible for each recommendation with support from her office.

**Challenges**

- None reported

**Projections**

- None reported

**Revised or Additional Recommendation**

- None reported

**Additional Initiatives**

**Admissions**

*Reported by* Manuel Carballo

- The expansion of Posse has given Middlebury name recognition in the Chicago public schools. This has given us increased visibility thereby enhancing our recruitment opportunities and further allowing us to yield a diverse pool of students.
- A concerted effort to diversify staff in the Admissions office resulted in the promotion of a director and the hiring of three counselors—all of whom identify as persons of color.
- Admissions is considering reinstating the Phonathon to affect outreach to admitted students of color.
Center for the Comparative Study of Race & Ethnicity (CCSRE)

Reported by Susan Burch

- Faculty are invited to have offices in Carr Hall for 2-3 year terms as an additional way to promote a living community of engaged teachers/learners. Since Fall 2009, the following departments and programs have had colleagues in Carr Hall: American Studies, Biology, Education Studies, Economics, Film and Media Culture, CTLR/Writing Program, Japanese Studies, Music, Sociology and Anthropology, Spanish and Portuguese, and Women's & Gender Studies. CCSRE continues to reach out to other departments to expand the network of colleagues affiliated with the Center.
- The Center also has participating faculty members, affiliates and associates (see: http://www.middlebury.edu/offices/academic/ccsre/members). These groups express in various ways their commitment to the Center's work. Participating faculty members are committed to teaching courses in which race and ethnicity are significantly addressed.

Programming on Pedagogical and Curricular Development, 2009-2011

- Nature, Race, Ethnicity, and Citizenship: Interdisciplinary Approaches / A Conversation with Anthropologist and Geographer Jake Kosek
- Panel Discussion on the Intersection of Language, Race, Ethnicity, and Citizenship
- Museum Tour with Kit Wilson on race, ethnicity, and citizenship
- Read in: And Equal Rights for All: Cross Racial Alliances and Activism
- Roundtable on Teachable Moments (“Awkward moments” around issues of race and ethnicity, gender, socioeconomic class, and other issues of diversity may arise unexpectedly in any class.)
- Roundtable on Teaching Race, Ethnicity and Citizenship
- Brown bag lunch and discussion with Twilight Scholar Scott Page (University of Michigan)
- Roundtable on Learning Race, Ethnicity and Citizenship
- Symposium: “Policing Citizenship: Race, Ethnicity, and Immigration”
- Brown bag lunch on teaching and learning race, ethnicity and citizenship
- Lauret Savoy, director, Environmental Studies Program (Mt. Holyoke): Provenance Notes: Readings and Reflections on Nature Writing, Race, and Geology
- Intensive workshop for faculty (four participants from political science, theatre, and history of art and architecture)
- Clifford Symposium Beyond Rx: Global Health
- Diversity in Foreign Language Teaching and Learning
- Nature, Race, and Ethnicity: Curriculum and Pedagogy
- Roundtable Discussion: “Race, Space and Place”
- John Elder, "Race and Nature Writing"
- Religion, Race, Ethnicity, and Environment
- UVM Blackboard Jungle (CCSRE is collaborating with the University of Vermont): Programming on teaching and work that emphasizes inclusion; Midd faculty Tara Affolter, Roberto Lint Sagarena, and Jonathan Miller-Lane presented.
- Land and Justice: A Symposium on Race, Ethnicity, and Environment
- Informal discussion: race and ethnicity in curricular and pedagogical development
• CCSRE is in the early stages of a possible collaborative project with Swarthmore College (through Keith Reeves and their Center for Social and Public Policy). This collaboration would include focused work on race and ethnicity.
• CCSRE is working with foreign language professors to develop programs/resources for pedagogical and curricular development that models inclusion and cross-cultural dexterity. A working group of about 10 faculty members currently are participating in this.
• Faculty workshop on incorporating the subjects of race and ethnicity more fully into current syllabi.

College Advancement

Reported by Mike Schoenfeld, Vice President of College Advancement, and Meghan Williamson, Associate Vice President of Development

• College Advancement has raised over $1 million in support of the Chicago Posse program.
• College Advancement is working to raise funds in support of the MiddACTION Fund, a resource to provide stipends for student internships and self-directed projects. As of December 2011, they had raised approximately $213,000. $100K came from the “Your Voice, Your Choice” challenge for young alumni; $100K came from an anonymous donor, which will be used to establish a challenge to raise an additional $100K; and $13K came from two individual donors.

Office of the Dean of Students
Judicial Affairs and Student Life

Reported by Karen Guttentag, Associate Dean for Judicial Affairs and Student Life

• Deliberative Dialogue program included in new student orientation in 2006 and 2007. Continued to develop it to the point where Student Life used Middlebury-specific issue briefs for students to consider.
• Offered winter term workshop on White Privilege for nine students in 2008.
• In 2008, Student Life offered “The Real World: Middlebury,” a two-hour program to which all students were invited to explore how to make more space for difficult conversations about privilege and diversity.
• Beyond Facebook (now called Middlebury Uncensored) incorporated into new student orientation in 2008.
• Dr. Claude Steele visited campus in September 2008 as a Twilight Scholar. He met with students, faculty, staff, and president’s staff to share his research on stereotype threat. For the rest of the year, a group of students, faculty, and staff met monthly to continue to study stereotype threat.
• In Spring and Summer of 2009, the Middlebury Inclusion Collective, a small group of staff and faculty, reviewed a number of significant campus incidents, student initiatives, and campus concerns around issues of diversity. This group ultimately went on hiatus in advance of the development of a more formal group.
• In spring 2011, Judicial Affairs and Student Life met with the Gender Council, Women of Color, and Distinguished Men of Color to review the new Sexual Misconduct policy with them and to invite feedback on language and structure.
Since spring 2011, a team of Student Life staff has explored the development of a Bias Incident Response Team.

**Student Activities (formerly Center for Campus Activities & Leadership)**

*Reported by JJ Boggs, Associate Dean of Students for Student Activities & Orientation*

- Developed facilitation training for the CCSRE Student Advisory Board.
- Began work with Jennifer Herrera and the SGA Institutional Diversity Committee on the idea of SYNC, a networking council for student organizations designed to increase collaborative work between groups. This never came to fruition, but Student Activities would still like to do this.
- Increased diversity and community-building activities during Orientation by adding Middlebury Uncensored, MothUp, Verbal Onslaught, and optional activities to the schedule and expanding Voices of the Class to include responses.
- Increased collaboration between Early Arrival and Orientation to improve international students’ transition to Middlebury.
- Created opportunities for Student Financial Services and Student Employment to be more accessible to families and students during Orientation.
- Attended regular Religious Life Council meetings to help support the work of religious and spiritual organizations on campus.
- Assisted students in planning and fundraising for the My Midd Retreat.
- Added information about LGBTQ resources to new student packets.
- Incorporated LGBTQ concerns into the health and wellness sessions during Orientation.
- Supported the work of the Student Government Association Finance Committee in loosening guidelines so that organizations can freely spend funds on what is most meaningful to them.
- Hosted a webinar on the recruitment and retention of students of color.
- Facilitated a visioning session for Distinguished Men of Color.
- Helped numerous students navigate the process of becoming a recognized student organization (Women of Color, Kadence, Midd Masti, Distinguished Men of Color, Hindu Student Association, Poor Form Poetry).
- Supported conversations between student organizations about issues of diversity (most recently Middlebury Mountain Club and Distinguished Men of Color).
- Assisted student orgs with bringing diverse speakers and performers to campus.
- Offered financial aid for both Orientation trips programs and Middlebury Outdoor Programs.

**Center for Education in Action (EIA)**

*Reported by Lisa Gates, Associate Dean of the College and Director, Center for Education in Action*

- Reviewing student contact data by different student demographics
- Increasing targeted outreach to students of color for fellowship opportunities
- Continuing outreach to Posse mentors and students regarding EIA resources and opportunities
- Introducing Management Leadership for Tomorrow (MLT) Career Prep program to African American, Hispanic/Latino, and Native American students at Middlebury
Increasing diversity within career focused-events.

Environmental Affairs/Environmental Studies (EA/ES)

Reported by Nan Jenks-Jay, Dean of Environmental Affairs, Jack Byrne, Director of Sustainability Integration, and Janet Wiseman, Assistant Director of Franklin Environmental Center

Strategic Planning

- The Environmental Peak Report (August 2001) included the following ongoing goals:
  - Increase Diversity: Work to increase diversity in the ES Program through courses, exchanges with other institutions, speakers, study abroad, faculty hires, and creative new initiatives. Invite at least one diversity speaker a year for a major environmental forum or the Howard E. Woodin ES Program colloquium series.

Programming

- 11 Howard E. Woodin ES Program Colloquium speakers have represented or addressed issues of diversity or social/environmental justice.
- 5 co-sponsored diversity/justice lectures.
- 4 diversity/justice film screenings.
- January 2011 - Scott A. Margolin ’99 Lecture in Environmental Affairs combined with Martin Luther King, Jr. keynote talk and events: Antwi Akom, Assistant Professor, Department of Africana Studies, San Francisco State University, Growing the Global Heart: Race, Power, and Building a Youth-Driven Climate Justice Movement; included workshop at Franklin Environmental Center at Hillcrest: Building Sustainable Cities and Schools: Bridging a Racially Divided Climate Justice Movement.
- April 2011 – Land and Justice Symposium: co-sponsored by Franklin Environmental Center at Hillcrest, ES Program, CCSRE and American Studies Program – three days of programming, films, talks, workshops.

Curriculum

- Text will be added to the ES Program catalog that will guide students interested in Environmental Justice about what courses can be taken to satisfy this desire in lieu of a formal ES focus.
- At least 13 ES faculty affiliates teach environmental justice themes in various courses.
- Randy Kriktausky, Visiting Scholar in Residence in ES, incorporates environmental justice information while mentoring students working in China.
- Winter Term 2009 GEOG/ENVS Environmental Justice course taught by Susie Strife Leach ’01.

Faculty Appointments

- Fall 2011 – Catherine Ashcraft, Visiting Assistant Professor of Environmental Studies, and Kemi Fuentes-George, Assistant Professor of Political Science, were hired in positions that involve teaching Environmental Justice courses.
- Fuentes-George was hired with an eye for increasing diversity among the faculty.
- Supportive of reintroducing post-doctoral fellows program with diversity as a priority. For example, Douglas Kiel, Middlebury Dissertation Fellow in History, whose areas of expertise are American Indian history, federal Indian law and policy, and the history of the American West.
• Proposal for environmental justice faculty position submitted to A.V. Davis Foundations (did not receive funding).

Grants
• Kathy Morse (Associate Professor of History) and Susan Burch (CCSRE director) – Grant for Mellon Collaborative Workshop on Nature and Race: Pedagogy – brought together Selective Liberal Arts Consortium faculty to discuss race in ES and nature in Race & Ethnic Studies; participation by multiple Middlebury faculty.

Students
• Nan Jenks-Jay (Dean of Environmental Affairs) and Peter Ryan (Professor of Geology) met with representatives from the student organizations African-American Alliance, Alianza Latinoamericana y Caribena, Women of Color, and Sunday Night Group, plus then Dean for Institutional Diversity Shirley Collado, to discuss environmental justice at Middlebury
• Jenks-Jay was invited to speak at Synergy Weekend, a retreat for leaders of diverse student groups co-sponsored by Environmental Affairs and ES Program.

Scott Center for Spiritual and Religious Life

Reported by Laurie Jordan, Chaplain

Supporting Diverse Religious Identities and Spiritual Practices
• All weekly worship services and seasonal holy day services support this goal.
• Nurturing new student leaders in several different Student Religious Groups (in particular Islamic Society, Hindu Student Organization, Christian Orthodox Association, Quakers) and helping two new groups become “official” (Hindus and Quakers).
• Helped Hindu students present a Diwali puja and assisted the Islamic Society in finding a solution to their desire for halal meat.
• Coming up with solutions for alternative dining arrangements for Muslim students during Ramadan. Finding them alternative space during the Forest renovation.

Co-Curricular Education (Cross-Cultural Engagement)
• The Religious Life Council (RLC) is an excellent model for intergroup cooperation, gentle supervision of enthusiastic students, and interfaith understanding. It meets about eight times a year.
• A variety of different screenings, panels, and discussions on religion and sexual identity over the last several years, including Religious Life Awareness Month sponsored by the Scott Center and the RLC and Chaplain’s Forums held in Commons houses for dinner or dessert and conversation.
• In conjunction with the Museum of Art, the Scott Center sponsored a fun and informative special tour of the exhibit “Tombs of Ur.” Because Ur is the ancestral home of the biblical patriarch Abraham, and Abraham is seen as the “father of faith” in all three monotheistic Western religions, the Scott Center wanted to do an interfaith tour followed by a Middle Eastern dinner. It was successful both for learning and community building.
• Interfaith Martin Luther King Service, with music, several different recorded excerpts of King’s speeches, and student representatives of different faiths sharing readings from their traditions.
• Holi Purim celebration, a joint celebration of the Hindu and Jewish holidays with presentations by Professor Vasuda Paramasivan and Rabbi Ira Schiffer, and a dinner of Indian and Middle Eastern cuisine.
• Faisal Alam, "Hidden Voices: The Lives of Gay Muslims." Alam is a queer-identified Muslim activist of Pakistani descent and the founder and former director of Al-Fatiha, an organization for lesbian, gay, bisexual, transgender, intersex & questioning (LGBTIQ) Muslims, and their allies. The mission of Al-Fatiha is to support and empower LGBTIQ Muslims seeking ways to integrate their faith and their sexual orientation or gender identity.

**Co-Curricular Education (For a Wider Audience)**
• Brought to campus Pierre Sauvage, documentary director of “Weapons of the Spirit.” Lunch discussion and evening screening/lecture titled, “Rescuers During the Holocaust: Their Challenge to Citizens Today.”
• Worked with Jim Ralph to bring civil rights leader Bert Ransom to campus to speak about Faith and Activism and Interfaith Coalitions.
• The priest from St. Jacob’s in Northfield Falls, VT has come to campus several times to lead an Eastern Orthodox Vespers service in Mead.
• The Scott Center worked closely with student organizers to plan an inspiring symposium on Christianity and social justice that addressed issues of socioeconomic diversity in particular.
• Co-sponsored performance of the Dartmouth Gospel Choir.
• Supported students involved in Free Burma events on campus.
• Panel discussion, “Unveiling the Mystery of the Hijab.” Students discussed wearing a hijab in America post-9/11, their experiences as "hijabis" abroad and in Middlebury, and dealing with misconceptions of Muslim women. Professors spoke about the historical and religious backgrounds of the hijab and Muslim women.

**Service or Advocacy Projects**
• Interfaith work teams for community supper
• Religious Life Council service at HOPE
• Developed and executed “Tents of Hope for Darfur” as a campus/town collaboration for education, advocacy, and fund-raising for Darfur. Painted Tent went to Washington, D.C. and then from there to Darfur to be used as a classroom.
• Supporting alternative break trips for religious life groups that have a social justice and cultural immersion component.

**Parton Health and Counseling Center**

*Reported by* Gus Jordan, Executive Director of Health and Counseling Services

• Made a diversity-oriented promotion to Director of Counseling Services, who supports LGBTQ initiatives on campus.
• Engaged Health Services and Counseling Services in active conversations on decreasing stigmas associated with counseling among diverse groups on campus (this emphasis is ongoing).
• Counseling and Health staff attended workshop on transgender issues in spring of 2011.
• Director is reviewing new website for appropriate diversity emphasis and content, especially on the new “Health Topics” webpage.

Office of the Vice President for Administration

Reported by Tim Spears, Vice President for Administration

• All-Gender Restroom Project: To support the safety and health of Middlebury’s transgender community, gender designations have been removed from all single-stall restrooms. A few multi-stall restrooms will also be converted.
• Human Relations Committee Report Update: In collaboration with the Office of the Dean of the College, this office is spearheading the effort to provide the community with an update on the Human Relations Committee Report of 2006.
• Several areas of the College that report to the Vice President for Administration have diversity initiatives to share as well:

Athletics

Reported by Erin Quinn, Athletics Director

• Athletics Director Erin Quinn has co-chaired a NESCAC Diversity Committee which has had regular phone calls and meetings to discuss possible diversity initiatives for the conference. The Athletic Directors invited Dean of the College and Chief Diversity Officer Shirley Collado to their year-end meeting in 2011 to discuss these issues.
• The department is examining a possible pilot program to encourage a targeted sport or sports to attend some recruiting events which may yield a diverse pool of applicants as prospective student-athletes.
• Although these efforts have not necessarily resulted in many concrete results, there has been an increase in awareness and ongoing dialogue.

Communications

Reported by Tim Etchells, Executive Director of Communications

• In the Communications Office, diversity of one kind or another is considered whenever staff brainstorm a project, assign writing and photography, design a publication, shoot videos, create a multimedia presentation, and post items to our website or to social media sites. These are just a few examples:
  • The five Admissions videos that were produced and added to the website in the spring of 2011, on Community, Worldview, Student Life, Academic Life, and the Environment.
  • Self-Described, a popular and successful publication produced in collaboration with Admissions and the student life staff, about diversity of all kinds at Middlebury.
  • How Did You Get Here Series, now in its fourth year: All about diversity, and including dozens of compelling multimedia pieces that highlight the journeys to Middlebury of everyone from a Tibetan exile to a Burmese refugee, from a gay skier to a first-generation college student from Vermont’s Northeast Kingdom.
• Numerous stories in the print *Middlebury Magazine*, Dispatches for the online *Middlebury Magazine*, the Middlebury College website, and the News Room.
• Viewbooks and other recruitment publications for all undergraduate and graduate programs, etc.

Facilities Services

*Reported by* Norm Cushman, Director of Facilities Services

• Facilities Services continues to incorporate ADA accommodations with our renovation projects, i.e., Forest now has an elevator and over half of the student rooms are now ADA accessible. Similarly, work on many smaller projects such as renovation and maintenance on the main campus and at Bread Loaf continue to enhance access for all. Our new fire alarm systems have horn/light strobes which meet or exceed the ADA code requirements for the visually and/or hearing impaired. Automatic door openers continue to be added to campus facilities as funding permits. Similarly, sidewalk improvement work incorporates approved access ramps when appropriate.
• From a contractor perspective, there are few, if any, minority contractors in the region who are qualified to complete work at the College. We cast our net far and wide when soliciting proposals and bids. However, the rural nature of our campus and relatively small regional pool of minority firms limits the viability of this goal.
• The selection of new staff from underrepresented groups is a rare occurrence in the Facilities area, but is strongly encouraged and supported in the hiring process. The recent transfer of a person of color from the custodial area to the carpentry shop exemplifies our commitment to this goal.
• The emphasis on mentoring and inclusion is strong. Orientation and training efforts continue to encourage acceptance of diversity in the workplace.

51 Main

*Reported by* Sarah Franco, Special Projects Coordinator for the Vice President for Administration

• 51 Main collaborates with the Office of the Dean of the College to offer programming that supports the College’s diversity mission. Examples include, but are not limited to, Verbal Onslaught, Cafecito Hour, the Martin Luther King Jr. Celebration, and a performance and workshop by AfroZep & Seneke.
• 51 Main also collaborates with student organizations. Relevant events include AAA’s Night of Black Culture, a performance by RIDDIM, an evening with spoken-word poet Andrea Gibson, co-sponsored by the Queer Studies House, and a Caribbean-inspired Valentine’s Day Dinner sponsored by Alianza Latinoamericana y Caribeña.
• During the summer, 51 Main hosts many Language School Events, including in-language open mic nights and talent shows.
• The Senior Advisor for Diversity Initiatives serves on the 51 Main Advisory Board.
• 51 Main’s downtown location allows for many Middlebury residents to share in these events with the College community.
Appendix

Updated Demographic Profile of Campus: Race, Ethnicity, Gender

Students: Race and Ethnicity

Figure 1: Undergraduate Enrollment of Domestic Students of Color and International Students

![Graph showing percentage of domestic students of color and international students from 2002 to 2011.](image)

- Students of Color
- International Students
- Students of Color and International

Figure 2: Undergraduate Enrollment of Students of Color

![Graph showing percentage of students of color from 2002 to 2011.](image)

- Asian American
- African American
- Hispanic
- Native American
- Native Hawaiian/Pacific Islander
- Other/Two or More

Note: Effective 2010, the federal government changed the IPEDS reporting requirements. Middlebury resurveyed its students prior to the fall 2010 report, which resulted in some changes in how students self-reported their ethnicity/race.
Students: Gender

Figure 3: Undergraduate Enrollment by Gender

Faculty: Race and Ethnicity

Figure 4: Faculty of Color as a Percent of Total Faculty in each Category

Note: Faculty of color refers to EEOC definitions of African American, Asian, Hispanic, Native American, but does not consider citizenship.

*Total teaching faculty includes FT/PT, not PE, adjunct, non-teaching administrative faculty, or WT faculty.
**Faculty: Gender**

**Figure 5: Total Teaching Faculty by Gender**

![Graph showing total teaching faculty by gender from 2002 to 2011.](image)

**Staff: Race and Ethnicity**

**Table 1: Staff Race by Ethnicity as of March 2012**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Race</th>
<th>% of Total Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>Black or African American</td>
<td>0.26%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>0.40%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino Total</strong></td>
<td></td>
<td><strong>0.66%</strong></td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>American Indian or Alaska Native</td>
<td>1.45%</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>1.45%</td>
</tr>
<tr>
<td></td>
<td>Black or African American</td>
<td>1.45%</td>
</tr>
<tr>
<td></td>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0.26%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>90.90%</td>
</tr>
<tr>
<td><strong>Not Hispanic or Latino Total</strong></td>
<td></td>
<td><strong>95.51%</strong></td>
</tr>
<tr>
<td>Not Responding</td>
<td>American Indian or Alaska Native</td>
<td>0.13%</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>3.69%</td>
</tr>
<tr>
<td><strong>Not Responding Total</strong></td>
<td></td>
<td><strong>3.83%</strong></td>
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</table>
Table 2: Staff Employee Status by Racial and Ethnic Group

<table>
<thead>
<tr>
<th>Race/Group</th>
<th>College*</th>
<th>Vermont**</th>
<th>USA**</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, not Hispanic or Latino</td>
<td>90.90%</td>
<td>94.3%</td>
<td>63.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1.72%</td>
<td>1.0%</td>
<td>12.6%</td>
</tr>
<tr>
<td>American Indian and Alaska Native</td>
<td>1.58%</td>
<td>0.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>1.45%</td>
<td>1.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>0.26%</td>
<td>Z</td>
<td>0.2%</td>
</tr>
<tr>
<td>Persons reporting two or more races</td>
<td>NA</td>
<td>1.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Persons of Hispanic or Latino origin, any race</td>
<td>0.66%</td>
<td>1.5%</td>
<td>16.3%</td>
</tr>
</tbody>
</table>

*2012 data  
**2010 data (U.S. Census Bureau)  
NA: Not available  
Z: Value greater than zero but less than half unit of measure shown

Staff: Gender

Table 3: Staff Employee Status by Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>College*</th>
<th>Vermont**</th>
<th>USA**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>56.2%</td>
<td>50.70%</td>
<td>50.80%</td>
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<tr>
<td>Male</td>
<td>43.8%</td>
<td>49.3%</td>
<td>49.2%</td>
</tr>
</tbody>
</table>

*2012 data  
**2010 data (U.S. Census Bureau)