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# SIT Graduate Institute: Moving SIT Towards a Model of Inclusive Excellence in Diversity

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*SIT Graduate Institute*

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# SIT Graduate Institute: Moving SIT Towards a Model of Inclusive Excellence in Diversity

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**PIM 75**

*A Course-linked Capstone submitted in partial fulfilment of the requirements for a Master of  
Arts in Peacebuilding and Conflict Transformation at SIT Graduate Institute in Brattleboro  
Vermont, USA*

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## **Abstract**

The Inclusive Excellence Model has been used by college diversity offices all across the United States to help streamline diversity policy and foster a more inclusive collegial environment for students, staff, and faculty. It is now time for SIT Graduate Institute to benefit from this model. SIT has a long and rich history of diversity and inclusion work. However, much of that history has been lost or stored away in long-forgotten archives. Also, much of this memory has never been analyzed in a way that increases institutional wisdom. This study takes on the challenge of analyzing SIT's institutional memory on diversity using the four core elements of the Inclusive Excellence Model with the purpose of creating a solid institutional narrative that helps guide SIT towards stronger inclusive practices. The evidence in this study makes a strong case for the utilization of the Inclusive Excellence Model in institutions of higher learning.

## **Introduction**

SIT Graduate Institute, like many other institutions of higher learning, is struggling to remain proactive instead of reactive when dealing with matters of diversity and inclusion. The utilization of more reactive approaches to dealing with the grievances of students may have sufficed in the past but is now insufficient in meeting student diversity needs. Several external factors, such as the country's rapidly changing the political climate, the boom of social media and an oversaturated college market, have created an environment in which students are more 'willing and able' to hold their colleges and universities accountable. Additionally, in an attempt to combat declining enrollment and economic hardships, SIT's administrative leadership has begun shifting and consolidating SIT's resources by moving many programs from on-campus to low-residency phases and creating global master degrees.

For SIT Graduate Institute to smoothly transition into the next chapter, work must be done to proactively identify the issues raised by past students around diversity and inclusion with the purpose of establishing proactive solutions. While this task seems straightforward, the situation is more complicated than it appears. Until now, no one from the university's staff, faculty or administration has comprehensively collected and examined large portions of the institutional memory. Analyzing our institutional memory is vital to the success of SIT as it creates a stable platform for informed implementation of policy to happen. Before any real proactive policymaking can happen, SIT must first reach back and examine its past. Therefore, the purpose of this paper is to review and analyze institutional memory from the past and, using that data, provide proactive

recommendations for the future with the goal of moving us towards institutional Inclusive Excellence.

## **A Special Emphasis on Race**

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It is important to realize that most colleges and universities, including SIT, are predominantly white. Thus, students of color are often required to confront a noticeable uniqueness in physical appearance and, very often, personal opinion from a majority of their peers. Hence, this study will place a strong emphasis on the experiences of students of color with a specific focus on documentation from former and current students of color. Also, it must be noted that a portion of this particular emphasis derives from public outcry made by SIT on-campus students from past cohorts (both students of color and white students) who expressed concern with their experience at SIT around the issue of race.

## **Statement of Positionality**

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Examining one's positionality is essential. The ability to explore, recognize, and check One's own biases adds to the integrity of research methodology and analysis. I am a cis-gendered, Black, and Bi-sexual male from a middle-class background who has studied and worked in majority white spaces most of my academic and professional career. Working in White areas has affected me detrimentally and positively. As I grew intellectually and professionally through my work, I became much more aware of my most salient identities and how they influenced everyday interactions with co-workers, classmates, and friends. In an attempt to analyze these differences, I began to research and attend discussions around these issues. Through these discussions, I was able to attach adjectives and narratives to my own experiences. Discovering new repetition, such as the word "micro-aggression," has shed light on my experience and allowed me to verbalize my discomfort with situations.

Regarding this work, my identity as student, person, and professional of color is directly linked to the material covered in this research. To conduct bias-free research, I will attempt to suspend specific historical legacies and assumptions tied to my identity and review the material through an unbiased lens. However, I do plan to reference my identities when providing recommendations. In that phase, I plan to use my experiences as a student and staff member of color at SIT to give context to the information bared out by all secondary research and institutional memory. I am hopeful that my “legacies” or lived knowledge as a black man would add thought and contextual depth to each recommendation given.

## **Methodology**

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The findings in this study derive from qualitative, exploratory research of secondary resources in the form of SIT’s student- and staff-created institutional memory. The institutional memory is derived from staff and student-group reports, committee meeting notes, cohort reports, diversity coordinator reports, and SIT Student Government (SITSA) Reports that had been tucked away in file cabinets for several years; more than a decade in some cases. The orator of this paper took the institutional memory and scanned it online to be stored electronically. Once in an electronic format, the data was stored via SIT Libguide website and sorted by its year of creation. All documents used in this study are public, and more than 100 pieces of text were collected from hundreds of pages of institutional memory and sorted.

Once sorted and stored electronically, large portions of the memory were re-sorted for this study. The text from all documents used in this study was coded into themes. The four core elements of the Inclusive Excellence model were used to filter all text from the institutional memory into four central core elements:

Element 1: “**A focus on student intellectual and social development.**” Academically, it means offering the best possible course of study for the context in which the education is provided.

Element 2: “**A purposeful development and utilization of organizational resources to enhance student learning.**” Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to education and knowledge development.

Element 3: “**Attention to the cultural differences learners bring to the educational experience, and that enhance the enterprise.**”

Element 4: “**A welcoming community that engages all of its diversity in the service of student and organizational learning.**”

Source: (Milem, 2005)

The purpose of coding the text in this thematic manner is to expose the primary focus of SIT’s diversity efforts in the past and answer the question: *In what areas of diversity did SIT concentrate most?* Asking and answering this question in a structured way is imperative to construct a narrative that exposes trends, outliers, and the creation of recommendations that “make sense” for SIT.

## Limitations of Study

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In regards to limitations, large amounts of institutional memory were stored throughout the years, but a lot of the memory was not collected or stored in a uniform way. Instead, the institutional memory was recorded in a variety of disassociating ways, such as student-made reports and meeting notes. As a result, the following limitations should be considered.

**Limitation (1)** A majority of the institutional memory was created by students with little faculty or staff presence. This means that there a several perspectives and facts that are not included in the information collected.

**Limitation (2):** Very little of the institutional memory was stored by staff, faculty, and administration in a reoccurring and uniform way (outside of essential demographic material or their own personal notes). This means that much of the information was collected at the will of their collectors and are subject to bias.

**Limitation (3):** Like the institutional memory, much of the literature review focuses heavily on the on-campus perspectives. There is little memory from off campus students, low residency students, or DC campus students in this paper. Therefore, all discussion, analysis and recommendations provided may need to be amended to fit a larger scope of needs in the future.

**Limitation (4):** No in-person interviews conducted to support data from institutional memory. In-person interviews often are used to support claims made in research and provide context.

**Limitation (5):** SIT is currently in a state of transition which makes providing recommendations more difficult. Institutions in transition are constantly shifting and changing. For that reason, many analyses can quickly become outdated. Luckily, the institutional memory can be used in the future to influence policy making decisions regardless of structural change.

## Brief History of SIT

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SIT Graduate Institute was founded in 1964 by Gordon Boyce and John Wallace, who also served as very first president of the Experiment for International Living – World Learnings Hallmark international program (History and Mission, 2018). From the start, SIT focused its academic programming towards the global perspective, producing all of its programs under the banner of Programs of International Management (PIM) to emphasize this ideology. SIT wanted to attract international students; consequently, students from all over the world have attended (and still are attending) the graduate school (History and Mission, 2018). While it is difficult to provide

an exact number, in the recent decade, between 20-40% of the cohort has been comprised of international students. The percentage of domestic students of color, such as African Americans, who attended the school has varied, usually between 10-15% of the overall population. As of late, there has been a decline in the attendance of domestic students of color, especially black domestic students (History and Mission, 2018).

## **SIT Demographic Data**

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The data in this section derives from the admissions applications of confirmed SIT students between the years 2013 and 2017. The Conflict Transformation, Sustainable Development, Intercultural Leadership, and International Education programs in Vermont are represented in the statistics. The Sustainable Development program from the Washington DC campus is also represented in the data. In addition, data specific to race and ethnicity only refers to domestic students as international students are not required to disclose their racial background.

From 2013 to 2017, a total of 131 students were admitted to SIT. From that total, 151 of the 1,310 students in the data identified as non-White. More specifically, only 8% of SIT domestic students identified as non-White in 2013 with an increase to 14% by 2017. There is no indication of the specific racial makeup (i.e. Black, Asian, etc.) of several of the students. In addition, from 2013 to 2017 an average of 29% (or 329) of SIT's students identified as having alien status. Moreover, of the 1,310 admitted students, 799 students identified as female, 497 student identified as male, and 14 students identified as other.

## **Defining Institutional Diversity**

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Research pointed out the importance of strategically defining diversity and diversity initiatives. Williams points out that,

“The major problem confronting institutions is not the lack of the good ideas, but the inability to implement them” and from this lack of ability breeds “high profile plans” that are quickly forgotten or shelved (Williams 2005, p. 2.)”

Chang echoed this sentiment. He argued that it is incorrect to define diversity solely through mission statements and values. Instead, he suggests that diversity be more narrowly defined as “engagement across racial and ethnic line comprised of a broad and varied set of activities and initiatives (Chang et al 2005, p. 3).” This definition does not aim to diminish other forms of diversity but instead aims to make sure that students from diverse ethnic backgrounds and races are represented in the campus environment (not only numerically). In doing this, institutions are literally “speaking their goals into existence (Milem et al 2005, p. 4).”

Many authors also defined colleges and university as open systems that contend with a particular set of challenges (Milem et al 2005, p. 5). They identified factors, such as the political and legal climate, workforce trends, and the demographic environment, as 21st-century challenges. When creating diversity plans, colleges must take these external factors in mind as well. SIT is a small campus and, therefore; it may be “even more of an open system” than some colleges.

## **Models of Inclusive Excellence in Higher Learning**

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The recent U.S. Supreme Court decision concerning affirmative action appealed to institutions of higher learning to combine their educational quality and general methods. The inclusive excellence model was designed by the Association of American Colleges & Universities (AAC&U), resulting in calls to action to aid institutions of higher learning in the process of promoting issues of diversity, inclusion, and equity as vital to democracy. Since its creation, several respected colleges, such as Carnegie Mellon and the University of Michigan, have utilized the model to build capacity in the area of diversity. Today, the Inclusive Excellence model is

arguably the most prominent set of guiding principles used by colleges and universities. As SIT strives to revolutionize its image and prepare for the challenges of 21st century, staff and faculty must “work hard and diligently” to make sure that policies and practices concerning diversity are reflecting inclusive excellence and upholding our core values. The inclusive excellence model provides an open and relevant framework that – after some research - can be shaped to help SIT efficiently meet its diversity goals. The following Inclusive Excellence frameworks shall be covered: the core elements of SIT; the four dilemmas of inclusive excellence; campus climate; expectations of institutions; and tools for evaluation (Milem et al 2005, p. iii).

### **Inclusive Excellence Core Elements:**

The IE Model is designed in nature to be “narrowly tailored” to promote flexibility for colleges to fit specific needs better. The four original elements of the model are described verbatim in the methodology section of this paper below:

1. “A focus on student intellectual and social development”
2. “A purposeful development and utilization of organizational resources to enhance student learning”
3. “Attention to the cultural differences learners bring to the educational experience, and that enhance the enterprise”
4. “A welcoming community that engages all of its diversity in the service of student and organizational learning”

Moving SIT towards Inclusive Excellence is no short task (Milem et al, p. vi). Like many other colleges, SIT is just beginning to integrate strategic diversity practices at the institutional level. As a start, SIT officially created an Office for Diversity and Inclusion in 2016. This newness breeds opportunity for greatness and a chance to “get it right” the first time around. The AAC&U

commissioned a series of authors to create a sequence of articles aimed at helping colleges successfully integrate inclusive excellence. Below is a synthesis of these articles with a particular focus on the two most relevant pieces to this research; *Making Diversity Work on Campus: A Research-Based Perspective* and *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. While the work of several scholars and institutions was used in this review of the literature, these two articles do serve as the theoretical base for this review.

#### **Four Dilemmas**

The five authors commissioned by the ACC&U also appeared to identify four different dilemmas confronting higher education today that needed to be addressed in most institutions of higher learning. Those dilemmas are:

1. “Islands of innovation with too little focus on institutional structures” or the creation of great, but siloed diversity initiatives that lack institution-wide impact (Williams 2005, p. viii). This appears to manifest itself the most on the administrative and student level, not within the faculty. For instance, to mitigate an issue, the administrative office creates a committee that functions as its own “body.” However, the goals and purpose of many of these committees and student groups are not clear, and the groups usually fade away or are ineffective. Moreover, most of these groups have little collective power and are not able to create substantial change.
2. “A disconnect between diversity and education excellence” or the lack of integration of diversity into the comprehensive framework for educational excellence (Williams, 2006, pg. viii). This means that committees or groups are working towards educational excellence or inclusive excellence with little crossover between the two groups or initiatives. The Inclusive Excellence Model would dictate that these two groups be combined into one with one set of goals. Inclusive excellence is educational excellence.

3. “Disparities in academic success across groups (Williams 2005, p. viii).” Disparities in academic success do not happen in a vacuum and do not only pertain to grades. The IE Model looks at academic successes with a broader lens that takes the social and political situation of a student or staff member from a marginalized group into account. If there are large differences in the on-campus experience of students of color and student who are White, then that, too, is considered a disparity in academic success.

4. “The ‘post-Michigan’ environment” or the need for colleges to move away from pressure to be in “compliance mode” and, instead, establish diversity as a core component of their decision making and desired student outcomes (Williams 2005, p. viii). Compliance mode occurs when the primary diversity agenda and set of initiatives around diversity are aimed at purely keeping the college in compliance mode with state and federal regulations so that no benefits are withheld from the college (Milem et al 2005, pg. Viii).

### **Campus Climate:**

Furthermore, several researchers pointed out the complex relationship that many colleges have around compositional diversity and learning. Chang says that “upon college entry,” students carry substantially different viewpoints concerning issues of race and ethnicity. Because of this, a more racially diverse student body does foster a more “varied educational experience,” but not automatically. According to the research, students do not “automatically benefit” from simply attending institutions with high numbers of student, staff, and faculty of color. The authors argue that the benefit happens when the institution takes steps to integrate the “thoughts and points of view” of students from underrepresented populations into the discussion (Chang et al 2005, p.14).

In his essay, *On Liberty*, Jon Stuart Mill describes the “marketplace of ideas” where students’ – especially those in the majority – ideas must be submitted for intellectual discussion

that steers us away from opinions informed only by personal experience, geography, class, and education (Levy 2018). Diversifying the curriculum and using institutional resources to create opportunities for interaction across “racial and other social groups” with the goal of “fostering friendship” were identified as tangible ways to correctly utilize compositional diversity and stimulate educational excellence. Additionally, much focus is placed on the campus racial climate. Externally, Chang pointed out that happenings, such as race-based news and other “stimuli that drive discussion” on campus (or between students in general), can impact the racial climate. They outlined four internal factors that greatly affect the college racial climate in the form of compositional diversity, the historical legacy of inclusion/exclusion, behavioral, physiological, and organizational/structural (Chang et al 2005, p 16).

Compositional diversity is the most common indicator used by colleges to track “success” in regards to racial diversity as it is numerical in nature and “makes sense” to administrators. However, it can be detrimental to only focus on accruing a “critical mass” of students of color. While it is important to increase the enrollment of a diverse student body, Chang argues that colleges must instead focus on diversity as a “process over the critical mass.” Leadership must be transparent about the historical legacies of inclusion or exclusion within the institution. Through being transparent about these legacies, leaders can help motivate broader support or “buy-in” from students, staff, and faculty (Chang et al 2005, p. 16).

Regarding buy-in, the psychological, racial climate also matters. Several scholars affirmed that individuals from different racial and ethnic backgrounds “view the campus racial climate in dramatically different ways (Chang et al 2005, 17).” For this reason, it is vitally important for college leaders to neither “dismiss nor underestimate the significance” of the power of perception (Chang et al 2005, p. 17).

**Expectations of Institutions:**

As far as expectations are concerned, colleges and universities are expected to “show that they do the work.” The research showed that the perception of “doing the work” appeared to be very important to perception. Most authors argued that even if an institution is “doing the work” to foster inclusive excellence and if students and faculty/staff are not made sufficiently aware and apart of the process, then it is all for nothing.

Jefferey. F Milem states, “It appears that students’ assessments and perceptions of their institution's overall commitment to diversity are influenced in determining whether or not they can benefit from diversity - (Milem et al. 2005 p.16).”

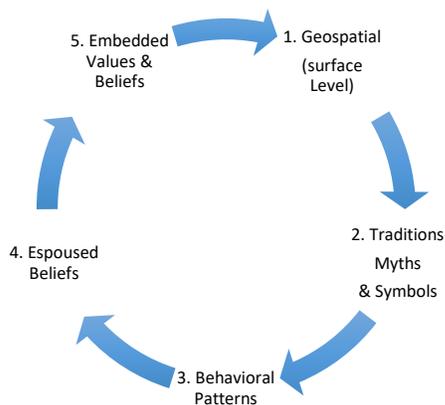
Moreover, perception also matters concerning racial tension on campus. The more students believe the institution is committed to diversity, the lower the level of racial tension within the student body will most likely be (Milem et al 2005, p.22). Similarly, this radical-transparency regarding the structural/organizational dimension of colleges, such as the admissions, hiring, and reward practices, is also identified as helpful with student, staff, and faculty “buy-in” (Williams, 2005).

**Organization Culture, Values, and Behavior** is defined as a profoundly shared mission, values, assumptions, norms, traditions, and beliefs. Research shows that the onus to reshape the organizational culture falls on the leadership of the institution (i.e., upper administration, faculty, and the board) (Williams et al 2005, p.12).

The Harvard Business Review article titled *Diversity Doesn't Stick without Inclusion*, Laura Sherbin and Ripa Rashid pointedly described leadership’s role in addressing diversity. They believe that there must be one plan that addresses increasing diversity and another that discusses creating effective inclusive practices in the workplace. To accomplish this goal, Sherbin and Rashid compiled four theoretical frameworks – or “levers”- that drive inclusion: inclusive

leadership, authenticity (buy-in), networking (the fostering of relationships) and visibility (perception), and clear career paths (Sherbin and Rashid 2017, p.3). As we can see, these levers are very similar to those published by research through the AAC&U.

As well, Damon A. Williams stated that leaders must adapt the institutional environment to “meet the needs of students” from various racial and ethnic backgrounds instead of expecting students to change to meet the needs of the institution (Williams 2005, p.11). To aid in this process, the authors provided the Organization Values Model. This model displays organizational values in a multilevel way that allows for evaluation and adaption of values to occur on multiple fronts to meet students’ needs (Williams 2005, p.11).



**Level 1: Geospatial level** - The most visible and focuses on tangible level of the campus

**Level 2: Traditions, myths & symbols** - Is less tangible and represents pattern of thought and action that are more unique to a specific campus

**Level 3: Behavioral patterns** - Everyday organizational processes that are even harder to change

**Level 4: Espoused beliefs** - Everyday behavior that most closely reflects the core beliefs of organizations culture.

Source: Williams 2005, p.11

*In Making Diversity Work*, Mitchell Chang argues that level four – espoused beliefs - is where the most significant disparities in “shared public meaning” may exist. To meet this challenge, campuses must task themselves with crafting organizational learning with the intention to produce deep transformational change (Milem et al 2005, p.vi). Furthermore, the significance of organizational behavior (not to be confused with corporate culture) is vital to informing and

accurately assessing organization culture. The five dimensions of organizational behavior are systematic, bureaucratic/structural, collegial, political, and symbolic dimensions (Milem et al 2005, p. 12). Colleges are open systems, and much attention should be paid to how these systems affect students regarding their experiences around inclusion and diversity (Milem et al 2005). For instance, if the bank or gym that the university is in partnership with has a history of exclusionary practices, then a “rethinking” of that relationship may need to happen.

Bureaucratically, the text advises college leaders to be aware of the barriers that formal structures can create (Williams et al 2005, p.13). If staff and faculty from marginalized communities face “roadblocks” in their efforts to push for (or report) inclusion concerns, then they may become flight risks from fatigue and frustration. A Diversity Officer with supreme delegation powers should be put in place along with committees to help carry out set goals and implement policy (Williams et al 2005, p.13). Also, the collegial dimension is equally as important.

Many faculties, students, and staff of color – and from other marginalized groups - often suffer from “cultural exhaustion” due to the constant need to be spokespeople for their marginalized group while seeing no real institutional change. Things such as tenure, promotions, and equity in hiring also contribute to issues that plague colleges on the collegial level (Williams et al 2005, pg.15). There must include real efforts to recruit and hire people who offer different perspectives; it promotes a culture of valuing difference (Williams et al 2005).

The political dimension of a college plays an important role in fostering such environments. Too often, those who have been empowered through privileges, such as White privilege, are the ones making the political decisions and setting the cultural norms. This political power can manifest itself both formally, informally, and symbolically (Williams et al 2005, p.16).

The use of symbolic goals and values are synonymous with institutions of higher learning. Therefore, institutions that tout “diversity” and “equity” as core values must make sure to police discriminatory policies structurally, collegially, and politically. The perception of a contradiction between a school’s core values and its on-campus practices can damage “buy-in” from those within the institution (Williams et al 2005, p.16).

**Tools for Evaluation of Diversity:**

As with most subjects concerning diversity, the conversation tends to be nuanced and theoretical. However, as the field continues to grow, tangible items, such as engagement lists and diversity scorecards, have come into existence and are proving useful. Authors in article 1 create a semi-exhaustive engagement list – numerically displayed below this paragraph – of ways to engage students that are prefaced by three guiding principles; a multidimensional approach, engagement of all students, and a focus on process (Williams 2005, p.19).

**A Sample Engagement List**

<ol style="list-style-type: none"> <li>1. Develop and maintaining diverse student bodies</li> <li>2. Enrichment programs</li> <li>3. Developing positive perceptions of the campus racial climate</li> <li>4. Institutional history</li> <li>5. Diversity as policy</li> <li>6. Campus balkanization</li> </ol>	<ol style="list-style-type: none"> <li>a. authors suggest that all campus climate surveys and interview data be shared in transparent methods such as the <i>campus newsletter or presidents letter</i>. These studies also help the student, faculty, staff population analyze if the results of the survey are “at odds with student perception.”</li> </ol>
<ol style="list-style-type: none"> <li>7. Cultural spaces (usually physical spaces)</li> <li>8. Transforming the classroom</li> </ol>	<ol style="list-style-type: none"> <li>a. They argue for challenging diversity-related curriculum to be introduced into the classroom with a focus on alignment of “course content, faculty and pedagogy.”</li> </ol>
<ol style="list-style-type: none"> <li>9. Effective pedagogy</li> </ol>	<ol style="list-style-type: none"> <li>a. They argue that effective pedagogy is fostered through incentives such as, “course reductions and salary incentives” for the “development, implementation, and assessment” of new pedagogy. They conclude that the curriculum must also be “circular” with an area of diverse perspectives.</li> </ol>
<ol style="list-style-type: none"> <li>10. Intergroup dialogue</li> <li>11. Encouraging and fostering interracial contact</li> </ol>	

Source: (Milem et al 2005, p. 19)

Correspondingly, a diversity scorecard is defined by Williams et al (2005) as a “mechanism to drive and measure the change process in higher education” with a focus on the following areas, more formally defined as the four levers: (1) access and equity scorecard, (2) campus climate scorecard, (3) diversity in the formal/informal curriculum scorecard and (4) learning and development scorecard (p. 19). Research suggests that the access and equity scorecard is the most easily understood by campus administrative staff as it is the most quantitative. While numbers do matter, a majority of the literature above points out that quantitative data is equally important research that must be coupled with qualitative research from decently large sample sizes. To help with the integration of these levers, Damon A. Williams suggests a method called cascading or the process of aligning the scorecard by allowing different departments to contribute to the card from “their vantage points and across all four identified levers” (Williams 2005, p. 28).

Moreover, scorecards appear to use three criteria to determine success: the baseline, target, and equity goal (Williams 2005, p.19). The benchmark is comprised of information about the college “before intervention strategies” are set forth. The target is the setting of objectives and goals that the initiatives are striving to meet, and the equity indicator conveys the distance between the baselines to the target. For clarity, an example from the text is provided below:

“if Latin(x) students comprise 5 percent of the population in the STEM field (baseline) and 10 percent of the population target, then the level of equity that has been achieved is 0.50, with 1.0 representing true equity of outcomes - (Williams 2005, p.23).”

A majority research also identified ways that the scorecard levers could be hindered. For ease of understanding, they have been consolidated into a short list displayed below:

- Poor amalgamation of diversity into “core goals for educational excellence.”
- Poor implementation of an “accepted assessment framework.”
- Poor incorporation of the “vision for change” into the institution
- Lack of accounting methods to help with implementation

- Little support of uppermost leadership
- Failure to find resources or allocate sufficient resources already available

### **The Inclusive Excellence Model in Action:**

As mentioned above, the Inclusive Excellence Model was initially broadly designed to be narrowly tailored by colleges to meet their specific needs. The University of Vermont, Utah Valley University, and Eastern Connecticut University were selected to display the different ways - and different junctures - institutions have moved towards inclusive excellence.

The most common implementation of the Inclusive Excellence Model appears to be ideological in the form of comprehensive plans. This means that most colleges seem to take the core principles/values of the IE Model and embed them into their current diversity efforts. Eastern Connecticut University (EDU) is a perfect example of this. In the university's five-year comprehensive diversity plan compiled in 2008, EDU created – and eventually – adopted an official diversity definition that was “defined by inclusive excellence (Ryes 2016).” Using this as a starting point, EDU began to propose ideas of council models and created benchmarks that adhered to the AAU&C's Inclusive Excellence model (Justice Advisory Committee 2010).

Other colleges, such as the University of Vermont, are attempting to implement the IE model more practically, moving towards more tangible goals. In 2016, UVM released a five-year diversity plan that includes concrete benchmarks in the form of “Pillars” as well as a draft diversity scorecard. The creation of a diversity scorecard demonstrates that UVM is past the preparation stage of diversity work (Ryes 2016). This is because, according to the AAC&U's website, strategic cross-departmental research (i.e., the preparation) has to happen before the use of the diversity scorecard can be appropriately implemented (AACU Website 2018). UVM plans to use its scorecard to track and keep a steady tally of its diversity objectives throughout the next five years.

At the moment, neither the ECU nor UVM plans display an exact timelines for these goals (Division of Human Resources 2017).

### **Critiques of the Inclusive Excellence Model:**

Like UVM, Utah Valley University (UVU) also created a scorecard. However, unlike most other colleges, UVU seems to be ahead of the curve. UVU's Assistant President of Inclusion, Dr. Kyle Reyes developed a strategic diversity and inclusion plan that detailed the lessons he learned through his implementation of the IE model and other diversity models over the last few years. From this, he was able to draw some startling conclusions about the college diversity plans. Out of the forty-two college and university diversity plans he surveyed, he noted that somewhere as short as two pages, twenty-eight of the plans displayed no concrete action steps, several presented no timeframe for completion (similar to ESU and UVM), and seven of the programs hadn't been updated in the past five years (Ryes 2016). Although Reye's data is not exclusively centered on the IE model, it still provides valuable thematic information concerning potential challenges that colleges may us when implementing these plans (Ryes 2016).

### **Questions from Review of Literature:**

From the review of the inclusive excellence models, the following questions were created to consider as we move into the timeline and discussion portions of this analysis.

1. Which of the four core elements of the IE Model does it appear that SIT has historically focused on and which have they neglected?
2. Which of the Four Dilemmas confronting higher education institutions seems to have impacted SIT?
3. Whom/What has the onus to reshape and "essentially fix" this problem been placed?
4. What areas of Diversity work did SIT focus on the most?
5. Historically, what does the student perception of SIT's diversity work seem to have been?

6. What seemed to be the primary concerns of students and others (i.e., staff and faculty is possible) on diversity efforts?

7. On what issue is the most prominent focus placed? Race, sex, gender, ext.?

Lastly, Organizational Core Values are fundamental beliefs of an organization. These values act as a guide that dictates behavior and helps an organization track if it is on the “right path” when striving to achieve its goals. The School for International Training currently has seven core values:

- A. Inclusion**
- B. Experiential Education**
- C. Engaged Learning**
- D. Community**
- E. Reciprocity**
- F. Social Justice**
- G. Sustainability**

This study would like readers to keep SIT core values at the forefront of their minds as they interpret this research. Most institutions of higher learning pride themselves on the symbolic meaning of their values. Even though coding the collected text using SIT’s values falls outside the scope of this research, it is crucial that the values are remembered when reviewing the timeline and discussion portions of this paper.

### **Creating a SIT Diversity Timeline**

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Several pieces of institutional memory in the form of committee reports, student group notes, public diversity statements, and other miscellaneous diversity materials were reviewed to create a comprehensive evaluation of SIT’s institutional memory around diversity. The collection of this material is important as it establishes a detailed timeline of concerns and attempted solutions, showing what worked and what did not. The institutional memory was stored in an unorganized manner and only in hard-paper copies. Therefore, to establish a timeline that “makes

sense,” the originator of this research was forced to transfer all paper documents to electronic format and rearrange the materials in order by year to establish a timeline.

The establishment of a timeline is essential because it unearths trends, themes, and commonalities throughout the last 25 years that helps form a complete picture of our history around diversity. The oldest piece of institutional memory in this report is from 1982, and the latest is from 2016. All material used to compile this report can now be found on SIT’s Lib-guides website by searching “institutional memory.” Below, the information is displayed by year and student/staff diversity group present at that time.

### **1982**

#### ***The Task Force on Minority and International Student Affairs***

This task force focused primarily on compositional diversity. The committee appears to have been comprised of administrative staff and a few (one to two) students. The report called for SIT to establish stronger connections with historically Black universities (such as Howard), rotary clubs, and minority communities as well as creating strong marketing materials especially for domestic minority students. From 1982 to 1994, no other pieces of institutional memory were uncovered by the originator of this report.

### **1994-97**

#### ***1st Diversity Coordinator, Staff Diversity Task Force & Student Diversity Task Force***

Fast forward to 1994, and we see a resurgence of documented student and staff activity regarding diversity. Also, a former student named Melissa Scheid begins working in the role of intern Diversity Coordinator for the Human Resources Office. That same year, the Diversity Task Force and the Student Diversity Task Force were created. The objectives of the staff task force were to establish an active dialogue between students and administration, involve students of color in the admissions process, educate the student body, discuss issues of racism in the workplace, and establish continuity between the cohorts. The student task force primarily focused on curriculum,

recruitment, and structure. The Student Task Force appears to be the first mention of an established student group with a constitution to direct its activities. Around this time, the documents show more specific goals and objectives started to form:

- Start early, document everything, establish contact, and work in collaboration
- Write and publish articles for the campus newspaper and other publications
- Produce semester reports about the state of diversity at SIT
- Encourage administration to speak about diversity issue in the state of the school address
- Meet with admissions department to continue monitoring recruitment progress and strategy, research other programs similar to SIT (Lesley College)
- Devised strategies to improve diversity on their campuses, encourage alumni donations to be earmarked for diversity scholarship, advocate for the establishment of staff position
- PIM internship was focusing on increasing and promoting diversity of student body.
- Identify and collaborate with faculty from all programs to make diversity a campus wide issue with the full commitment of every department
- Contact former members of diversity task force for clarification, questions or suggestions, faculty participation on work learning Diversity Task Force should be included in the point system for faculty.

### ***Ad Hoc Committee on Diversity***

The goals of this council were not specified, but it appears that this was a student council. This committee focused on the day-to-day activities of campus life, celebrating the “diversity existing” by working to hone the diversity statement and creating diversity-related events on campus.

### ***The PIM56/MAT28 Hunger Strike***

As an Initiative of 11 students’ members from the people of color support group, a list of twelve objectives were presented to the SIT administration. SIT racial, ethnic, and national

diversity in the student body, faculty, staff, and curriculum were the subject of concern. After two rounds of negotiations the students and administration an impasse. The administration did not meet the 48-hour timeline and the students along with other supporters commenced with a hunger strike in front of Boyce house that lasted two days. A significant portion of the student body chose not to graduate (1)

**From the year 1997-99, there appears to be a two-year gap in institutional memory on diversity at SIT.**

**1999**

***Diversity Steering Council***

This group was unique at the time because was held by mostly faculty and staff representatives from various departments/divisions. The diversity of departments represented in the group allowed for information to be disseminated quickly. It also made it easier for student and staff concerns to be addressed more expeditiously and proactively. For instance, members of this group often seemed to relay department specific diversity initiatives back to the council. The council would then take a look at the issue and assist the department in carrying out the task.

**2000**

***Diversity Education and Training Committee***

This group was also comprised of staff and faculty and focused on merging diversity and education at SIT. The goal was to develop a shared understanding of education in the classroom, supplement learning in the classroom, and encourage programs to integrate more diversity into the classroom. Although there appear to be many initiatives taken by this group, most focus was on developing an educational series, developing 3D lunches, honing customer service. For instance, it appears that several members of this group created and facilitated 3D lunches. The notes did not explicitly state what 3D lunches were. However, it seems that they were online information sessions about diversity in different areas, such as disability or international education.

**1999-2001*****The Diversity Accountability Committee***

This committee was comprised of staff, faculty, and students. This group created a World Learnings first progress report in late 1999 and presented it on February 24, 2000, to the board of trustees, students (both incoming and current), and donors. This group focused on the institution as a whole. For example, each department had to create and submit a report to the committee. Regarding monitoring and evaluation, they looked into hiring an outside entity to track progress, but there is no evidence this happened.

Furthermore, it is in this report that we start to see verbiage like the word “element” used. This is important as it shows an integration of the Inclusive Excellence model (or something similar), and it is also the first time that the goals of each group are presented in such a way as to be to measured. An example of the elements is below (cite):

- Element 3: Diversity education and awareness and intervention training
- Element 4: curriculum and academic resources
- Element 5: student body recruitment
- Element 6: staff and staff recruitment
- Element 9: student experience and development
- Element 10: faculty and staff experience and development
- Element 11: Organization community connection
- Element 12: Institutional Vision, Leadership, and systemic change

In addition to the report, in 1999, a 14-question diversity survey was also disseminated to the campus. Of the 14 students surveyed, nine students returned the survey. This appears to be the first survey recorded in regards to diversity distributed since the early 1990’s. The survey asked students to rank each of SIT’s values on a 1-6 scale, with one being the lowest. The full results of the survey are not open to the public at this time.

In 2001, the Diversity Committee was still active, and its primary focus was to develop and strengthen diversity competencies for all employees. Like most of SIT committees, this committee

utilized the opinions of students but was formed by and consisted primarily of staff and faculty.

The following two areas appear to be the main areas of focus.

1. Development of general competencies for all employees (developed understanding). This meant that employees shared a deep understanding of diversity policies, their own “self-identity” about others, ally behavior, communication skills, and multicultural teamwork skills.
2. A development of job-group diversity competencies (practical application). This meant that employees could practice the skills mentioned above.

Furthermore, there was a plan named the Future of Diversity at World Learning published on June 6, 2001, to help guide diversity efforts. The purpose of this report was to “ensure that efforts aligned with a coherent strategy.” It appears that SIT followed these guidelines and attempted to adopt them as well. The three focal points of this strategy were

1. Framework or the development of goals, vision, rationale, and communications strategy.
2. Implementation and development of action plan for assessment, training, accountability, climate assessment, and diversity management.
3. Measurement and Assessment to help measure progress and barriers/strengths to achieving results so that accurate recommendation is delegated.

To do this in a timelier manner, the Diversity Steering Council and the Diversity Assessment Council were combined into one council called the The Diversity and Assessment Council (DET). All participants wanted to keep both the Diversity Education and Training Committee. Also, Melissa Scheid appears to be leading most diversity initiatives at this point through her role in the Human Resources office. From these new committees, Melissa wanted to develop a “business case” for diversity that detailed how diversity affects the bottom line at SIT to develop more buy-in. It is also important to add that this is when the first mention of a diversity

score card, a diversity website, and the development of “success indicators” are mentioned in the institutional memory regarding diversity, even disability.

**2003-05*****Connections Student Group***

This student Group was created to establish a stronger connection between students and staff at SIT, especially concerning accountability. In meeting minutes, there was much talk of hiring a permanent Diversity Coordinator to help promote student interests. The student group also went into detail about student needs with concern to diversity training. Many of the White students asked for more training “White ally,” and the MAT cohort wanted training on how to have “tough conversations” around race-based issues. To address these concerns in a more specific manner, the student group created the subcommittees dedicated to curriculum, reading lists, norms, incorporation, orientation, and social identity extension. The social identity committee appeared to be the most active. It primarily focused on facilitated dialogue aimed at making a positive impact on the SIT community and helping curve departmentalization.

**2003*****Diversity Recommendations Report***

This short report resembled a short booklet and was titled *Diversity and SIT: What’s the Big Deal?*

This document focused on highlighting specific challenges that domestic students of color go through while living at SIT. For instance, the report discussed African Americans being used as conduits to “push diversity” onto others and the racial tension that takes place in the classrooms. On top of these concerns, students requested the cultivation of common vision for diversity to be distributed during the orientation as well as a “snapshot” of racial and national diversity data to be presented to the following cohorts. Around this same time, it appears that SIT Program Manager, for Diversity and Affirmative Action Melissa Scheid did issue an official Affirmative Action Statement that can be found below:

The organization recognized that, although it has demonstrated its commitment to diversity, there are goals yet to be fully achieved that are essential for the future of World Learning: These include: increasing opportunities for and outreach to a more diverse student and employee applicant pool. Integrating a broader range of perspectives in the curricula. Providing a more supportive work and learning environment for students and employees. Strengthening relationships with local community leaders to help create a more welcoming community for all. (2)

Shortly after this statement was issued, Mellissa Scheid resigned from her post at SIT. According to the Connections Student group, this left a hole in the leadership and governance around issues of diversity and inclusion. In their notes, they called for her replacement and tried to take on many of her responsibilities.

### **2003**

#### ***Diversity Coordinator Hired***

On October 1, 2003, SIT hired Sissi Loftin as Diversity Coordinator to SIT Graduate Institute. Her position was connected to the language center instead of the administrative office, which was a detriment to her overall power on campus. She did not have the designation of manager or the access that was afforded to Mellissa. Nevertheless, she still produced great work both on-campus with students as well as within the administration.

### **2004**

#### ***Diversity Forum***

From the institutional memory collected, this appears to be SIT's first official diversity forum in more than a decade geared towards staff and faculty. The forum appears to have been facilitated by Sissi Loftin, the newly hired Diversity Coordinator for SIT Graduate Institute. The forum included case studies, map videos, language sensitivity training, and student commentary. After the forum, Sissi implemented reflections groups, lunchtime diversity tables, diversity community times, compassionate listening training, workshops, and speakers for the student population. In her tenure at SIT, Sissi seemed to focus on restructuring the diversity committees, frontloading

incoming students with academic information on diversity, and coordinating variety-based programming. There is no evidence of her wielding much delegation power within the staff or faculty. She was, indeed, a coordinator.

### **2005-2006**

#### ***School for International Training Action Coalition (SITAC)***

This group was created at the end of 2004 to address students' concerns as they transitioned into the next year. This group coordinated with Sissi Loftin, who was now serving as the chair of the Diversity Committee for SIT and World Learning. At this time, it appeared that two more committees were formed the Graduate Faculty Assembly and the Graduate Faculty Human Resource Committee. The capacity that these committees worked with the student population is unclear based on the institutional memory.

### **2006-2014**

#### ***An Eight Year "Dead Zone"***

From 2006 to 2014, there appears that there was no Diversity Coordinator, no administrative staff dedicated to diversity, and no records of students' groups dedicated to diversity on campus. While the author of this paper is sure that student groups dedicated to this work existed, it is problematic that there is little hard copy or electronically stored evidence of their efforts. One explanation for this derives from the notes of students in later cohorts claiming that the president at that time did not "see the benefits" of hiring someone solely dedicated to diversity work. Instead, they claimed that the work should happen naturally and should derive from the student body.

### **2015**

#### ***The Racial Justice Alliance (RJA) and Other Student Groups***

The PIM 74 class appears to have been especially active regarding on-campus diversity work. It is in this year when student's groups by the name of Racial Justice Alliance, Women and Gender Alliance, and the Indigenous Voices Alliance are recorded. These groups focused on raising issues relevant to the student community in a plethora of different areas. They called for more integration

of social identity and racial justice into all degree programs, most especially the International Education program.

A Special focus was placed on sensitivity training for adjunct faculty. This cohort put massive amounts of pressure on the administration to implement training for incoming and continuing staff/faculty. They claimed that most diversity work happening on campus was “superficial multiculturalism” at best. This means that most of the diversity events only focused on food, festivals, and fashion with no real work to showcase the true diversity and issues that pertain to indigenous voices as well as other communities of color. RJA and Indigenous Voices Alliance served as front-runners in this conversation. They claimed there was lack of institutional memory concerning diversity work on campus and called for the creation of a diversity coordinator to help carry the voices of students across cohorts. By the end of their year, the students had staged sit-ins, informational sessions, and town halls to express their discontent with the administration’s handling of diversity issues.

## **2015-18**

### ***RJA and Other Student Groups - Continued***

The PIM 74 cohort made sure to store all of the initiatives and notes in an online format. This meant the PIM 75 and 76 cohorts were able to pick-up where their predecessors left off. Like the previous cohort, all student groups remained strong and continued to pressure the administration and faculty on issues such as curriculum, programming, and student/staff/faculty awareness. It was at this time that the Division of Student Affairs began their search for SIT Diversity Fellow and the institution as a whole started to search for a Chief Diversity Officer.

## **2016**

### ***Diversity Fellow & Coordinator Hired***

The Division of Student Affairs was able to move a bit faster than the rest of the institution and selected SIT’s first Diversity Fellow, Steffen Gillom, the summer of 2016. The position was

designed to run for one year and be passed down from cohort to cohort. Steffen is from the PIM 75 student cohort, and his position also served as his practicum. In his position, he was responsible for overseeing the ALL SIT Time Social Justice, most SIT social justice groups, and served as student liaison to the administration. During his time as Diversity Fellow, he chaired and co-created a Race Symposium that focused on connecting SIT with the outside community and provided a space for racial justice education to take place. The majority of Steffen's responsibility and initiatives were student focused. His position was designed to work in tandem with the Chief Diversity Officer.

## **2016**

### ***First Chief Diversity Officer Hired***

In the middle of Steffen's tenure as Diversity Fellow, the SIT administration hired Dr. Michelle Cromwell. The Records show that Dr. Cromwell's time at SIT was short-lived (only nine months) but important. In that short time, she created the Equity, Diversity, and Inclusion Committee and helped consolidate all diversity efforts on campus. However, since Steffen was working out of the Office of Student Affairs and Michael was working to create a Diversity Office, the two appear to have struggled to merge programming. Nevertheless, Dr. Cromwell's focused more on structural issues, such as crafting the vision statement, conducting training, and working within the executive committee of SIT.

## **2017**

### ***Interim Diversity Officer Hired & EDI Coordinator***

In 2017, SIT Graduate Institute began to go through a transition from face-to-face classes to an online and global format. Consequently, Steffen's position was not filled, and Michelle's position was relegated to the DC Campus Academic Director, Dr. Deborah Robinson, who is currently working as the interim Diversity Officer. Shortly after being hired, Dr. Robinson hired Mary Gannon as the EDI coordinator. Together, they focused on the curriculum and being a "presence"

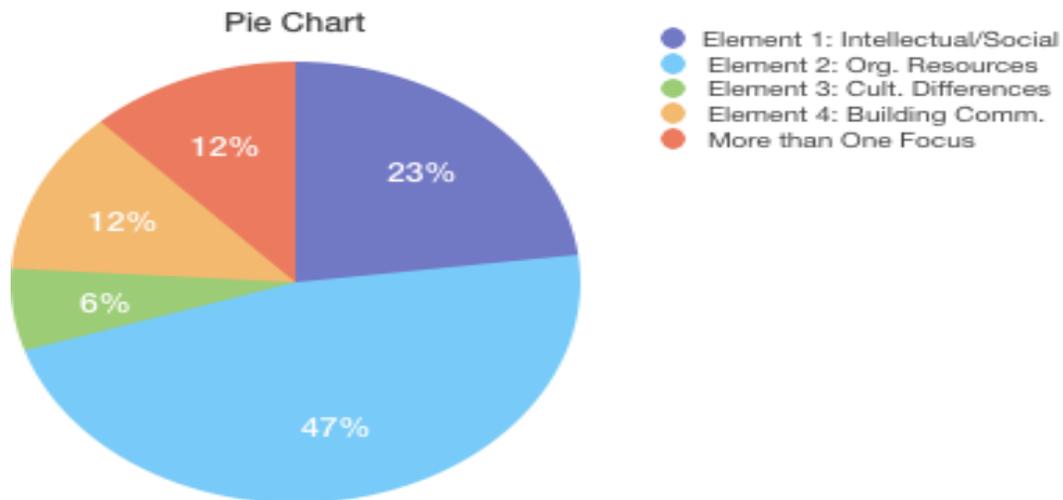
on SIT's campus. They are both still serving in their positions. Their biggest challenge is helping keep students and staff engaged in "doing the work" in regards to diversity. Since this is the last face-to-face cohort, students and staff seem to be "struggling" to stay motivated. Combatting low morale is the most significant issue for both women.

## **Data Analysis & Recommendations**

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As explained in the methodology section, when coding the data, this study sought to extract relevant text that would help SIT "get a sense" of what each committee, report, student group, or diversity report was trying to bring forward. To aid in this process, the four "core" elements of the Inclusive Excellence Model (located in the Models of Inclusive Excellence section of this paper) were used as a filter to compartmentalize the data and expose trends. In all, more than 600 pages of institutional memory were reviewed, and more than 100 pieces of coded text were collected and sorted by how much closer they fit into each core element. The graph below presents the overall results of the coding.

<b>Core Focus of Text</b>	<b>Percentages %</b>
Element 1: Intellectual/Social	23%
Element 2: Organizational Resources	47%
Element 3: Cultural Differences	6%
Element 4: Building Community	12%
More than One Focus	12%



- **Element 1: 23% of the coded text showed a strong focus on student intellectual and social development.** Academically, it means offering the best possible course of study for the context in which the education is offered.
- **Element 2: 47% of the coded text showed a strong focus on purposeful development and utilization of organizational resources to enhance student learning.** Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.
- **Element 3: 6% of the coded text showed a strong focus on attention to the cultural differences** learners bring to the educational experience and that enhance the enterprise.
- **Element 4: 12% of the coded text showed a strong focus on creating a welcoming community that engages all of its diversity** in the service of student and organizational learning.

The institutional memory shows that the most significant focus (over half of the coded text) was on student intellectual social development and organizational resources. Much of the information was presented in the form of “recommendations” from the staff committees and flat-out “demands” from the student body. The most common demands from the student body appear to have revolved around transparency and follow-through. The following major themes pulled

from the data are compositional diversity, the curriculum, continuity of institutional memory, and a desire for diversity training.

A majority of the text shows that most committees (student and staff led) aimed for an increase in compositional diversity in regards to race within the student body, staff and faculty on campus. For instance, in 1995, the SMAT Diversity Task Force pointed out that “most prospective candidates hear about SIT through word of mouth “which is not enough to recruit more staff and students of color.” Because of this, they recommended direct action be taken to increase recruitment from more colleges and businesses that are known to house large populations of students of color, such as the HBCU Morehouse. While many of the committees focused on outreach efforts, several of the student groups focused on the internal dynamics of the campus and demanded that positions be created that focused specifically on issues of diversity. For example, SITSA 1997 along with the People of Color Support Group worked with the administration to help create a diversity plan and statement to help keep the campus more accountable. In addition, the PIM 75 and 76 Racial Justice Alliance student group (RJA) called for the creation of a Diversity Fellow and the installment of Chief Diversity Officer. In an attempt to meet these demands SIT hired a Chief Diversity Officer in the fall of 2017.

In terms of the curriculum, many students - both White and of color - felt that they were being underserved by the institution regarding “diverse experience they were promised” on campus. The PIM 69 cohorts report to SIT administration cited the lack of diverse perspectives present in the curriculum and the reluctance of instructors to engage with conversations around race and class in the classroom. Consequently, many students felt “pressured” to educate their peers (and sometimes their professors) on these subjects. These interactions sometimes lead to tension between classmates and exclusion of those with unpopular viewpoints. For instance, results

from the public Capstone, titled *When Black is the Same Color: A Collective View of Black Domestic and International Students at SIT*, found that domestic Black students often felt racial or ethnic exclusion on campus and a “responsibility” to speak up on behalf of people of color (Marks, 2010).

To remedy some of the tension between students of color and White faculty, staff, and peers, several of the student groups, committees, and professional staff recommended or conducted diversity training. The institutional memory shows that both Diversity personnel, Sissi Loftin, and Melissa Schied, facilitated diversity training for faculty and students. Moreover, several students’ groups also created planned dialogues and other programs to discuss these issues. Student groups also fought for their “own” spaces to have these dialogues as well. However, there was a lack of continuity from year-to-year which led to a lack of continuity in acquiring these spaces. This created a real problem concerning the development of cohorts and committees which were literally starting anew every year.

More to this point, students, staff and faculty alike expressed concern over the lack of record keeping throughout the years, and some cohorts requested the information from the administration that detailed the activities of past cohorts. However, nothing in the institutional memory indicates that students were ever presented with any documentation. To that same point, it appeared that many of the committees and task forces also placed the need of improved “record keeping” on their agendas as well.

Additionally, the data shows that there was a much less institutional memory that discussed IE Elements 3 and 4. Only 6% of coded information specifically pertained to the cultural differences learners brought to SIT, and only 12% of the coded data discussed a welcoming community that engages diversity in detail. However, the data that did concern these elements

offered great insight. For instance, unless the discussion directly related to the curriculum, there was little institutional memory that focused on the student (or staff and faculty) educational experiences with the purpose of enhancing the enterprise. The only documents that mentioned students' cultural differences were in the form of cohort reports and public student capstones. One capstone focusing on the experiences of Black people at SIT spoke directly to the school's neglect to acknowledge this issue:

“Students arrive at the university with a farrago of doubts, fears, hopes, wishes, and racial/ethnic perceptions. While the mission of SIT is clear, the final judges are the students who traverse its halls. Will the efforts of SIT to break down racial barriers surge to an incalculable peak and remain, or will the maintenance of the status quo be the valley of indecision in which it lies? There comes a time when they must be held accountable to uphold the tenants on which they stand - (Marks, pg. 52).”

From this text, we can derive that students are experiencing a “disconnect” between the values that SIT claims to uphold and what they can deliver to students in ways that increased their on-campus experience. Consequently, this “lack of acknowledgment” leads to pent-up frustration that manifests itself in a plethora of ways.

For instance, eleven members from the People of Color Support group in the PIM 56 cohort held a two-day hunger strike with the purpose of forcing the upper administration to recognize and work towards creating a more welcoming environment for students of color. In that same vein, the PIM 74 cohort held a demonstration wherein all of Black students lay on the cafeteria floor in protest to the campuses inability to acknowledge Black issues at a school dedicated to social justice. The examples above serve as evidence of the direct manifestations of what can happen when institutions of higher learning fail to engage minority groups within the student population properly.

The historical timeline above also provides substantial evidence of students, faculty, and staff commitment to creating a more diverse and inclusive SIT. Nevertheless, it appears that several factors complicated their efforts. More specifically, there is large gaps of time in which no coordinated diversity initiatives are present. There appear to be other times, where the main focus of some student groups is to challenge the administration or increase communication. That, coupled with the lack of leadership, appears to have led to “flare-ups” from the student body in the form of sit-ins, hunger strikes, and the creation of cohort-wide reports. Additionally, the timeline above shows a real lack of buy-in from several students’ groups who seem frustrated that the values SIT exposes do not match the reality that they are living. The PIM 69 report addressing the lack of institutional commitment to issues of diversity, especially in the area of race serve as solid proof of this disconnect. The data also shed light on which of the Four Dilemmas that most hinder the implementation of inclusive excellence were at SIT. From the data, we can see that SIT has (and is currently) suffering from all four of the dilemmas in various ways.

This paper’s historical timeline serves as substantial evidence that our most pressing dilemma is our “islands of innovation” as described by J.C. Chang in the Review of IE Models section above. At SIT, these islands manifested in the form of small committees and student groups. The data shows that SIT has had several, more than five, “pop-up” committees and other groups attempting to react to concerns raised by students. While the history does prove that these groups tried, at times, to be more proactive and less reactive, they never quite met that goal. For instance, the student group named Connections pushed the administration to hire a diversity coordinator, but it appears that never happened. Instead, the student group seems to have gotten “bogged down” with trying to stay connected and relevant in the eyes of the administration. Like, the connection group, many of the groups did not have the structural power to carry out their vision,

and the ones that did were short lived. These periods of “amnesia” seemed to be exacerbated by leadership vacuums, such as the lack of a president and over-ambitious objectives set by several the groups.

Also, much evidence shows disconnects between educational excellence and inclusive excellence. Both capstones used in this research and all of the student-created reports ask to call for the integration of more diverse perspective in the curriculum, orientation, class discussion, on-campus events, and more. One passage mentioned that students of color enter SIT with a “forgo of hopes, fears, wishes, and racial/ethnic perceptions.” How can we meet the needs of those students if our comprehensive framework does not include them or offer venues for their intellectual engagement? The evidence shows that domestic students of color worked to create an inclusive environment for themselves. For an institution where most students are referred to the admission team via by word-of-mouth, the consequences for of this type of reputation is bad for business.

Regarding grades, there is no evidence of disparities in the academic success of students at SIT. However, review of the institutional memory shows that there are disparities in academic achievement in regards to multicultural teamwork and competence. Becoming adept in group work with those who do not look or think like you are arguably a most important core value at SIT, and some students – especially White students - expressed feelings of unpreparedness in that realm. For example, in 2005, many of the White students in the MAT and PIM programs asked for training on how to have difficult conversations, White ally-ship, and White privilege.

There was little evidence indicating that SIT has suffered from the “post-Michigan” environment. This happens when colleges feel the need to be in “compliance mode,” wherein; they concentrate their diversity efforts towards staying in compliance with state and federal policy

concerning diversity to avoid penalization. SIT has long held diversity as one of its core values, and numerically its international student population coupled with its domestic student of color populations have always placed it safely within federally set parameters. For SIT, this issue they appear to struggle with is keeping diversity as a core component of “decision making” in a continuous manner. More specifically, the institution's difficulty to keep diversity at the forefront of its decision-making process is hindered by it constantly being in “crisis prevention mode” and therefore reactionary. Concerns about the financial viability of the institution and staffing issues appear to have taken priority over institutionalizing core diversity principles. This dramatically affects organization culture.

While the institutional memory does not offer a complete picture, it does provide valuable insight into the culture of SIT bureaucratically, collegially, politically, and symbolically. Williams and co-authors describe the bureaucratic structure as highly important to the higher education system. The goal of most colleges is defined and clear. Regarding diversity work, this should especially be the case. The inclusive excellence doctrine calls for campus leaders to be aware of the structures within their organizations and allocate resources in accordance with the need. This means creating a Diversity Officer position that has soft and hard “powers” within the organization (Williams, 2005, p. 28). This is to offer strong leadership with delegation power and prevent the invention of diversity committees that become the “Solution” instead of the conduit for the work to be done. Committees are never meant to be the *solution* to diversity issues. If we look at the institutional memory, we can see that SIT did the exact opposite of what is recommended. The data shows no historical evidence of a Diversity Officer with a large breath of power and substantial evidence of several committees attempting to “wear many hats” without much guidance

or governance power. For this reason, and, of course, the lack of active continuity efforts, we can see that much of the work done by these groups fell by the wayside from year-to-year.

Furthermore, the data shows the need for fostering better collegial relationships through more intentional recruitment and diversity training. For an example of this, we can look to the actions of Diversity Coordinator Sissi Loftin. In her diversity plan, she cited that staff, faculty, and students all needed more diversity training especially regarding issues of race. To achieve this goal, she attempted to revamp the efforts of her predecessor Melissa Schied. Also, several of the student groups expressed concern over the lack of domestic professors of color who, generally, are sought out to mentor and guide students of color. The Institutional memory shows that Melissa Schied did implement portions of the Inclusive Excellence paradigm during her tenure at SIT. She put together structured committees, students' groups, and set goals with clear timelines – all action that began to consolidate SIT's diversity agenda. However, no one kept the work going after she moved on from SIT.

Situations like this are where the political climate of an institution matters. The institutional memory shows that SIT has struggled financially as an institution and that this may have affected the political climate concerning allocation. For instance, students often expressed concern about the lack of funding for diversity efforts. The inclusive excellence model demands that students are provided with a welcoming environment and effective leadership plays a pivotal role in fostering that environment. Nevertheless, if the executive leadership at that time were in “financial crisis mode,” then it becomes unlikely that diversity and inclusion are to be a top priority. The institutional memory shows that for more than a few years, the leadership of SIT did not prioritize or work to align efforts to operationalize or institutionalize a process to integrate inclusive excellence. Simply put, with more pressing issues at hand, it appears that the upper administration

was unable to prioritize – or to convince each other – that allocating large shares of financial or social resources to “diversity work” was worth it. While they may have seemed wise at the time, the institutional memory proves that they had lasting negative effects concerning buy-in from the student population.

This is because institutions of higher learning operate through sets of symbolic resources (i.e., the school’s values, mission, principles, and ext.) more than any other type of institution. Therefore, when SIT appears to be neglecting issues of diversity as an institution, it directly works against what they portray a core tenant of its mission to be and damages the “buy-in” from students. If we look at the institutional memory timeline, we see substantial evidence of this. For more than five years, SIT students personally requested, recommended via committee, and eventually demanded via report and direct action the hiring of a Chief Diversity Officer. It appears that for several years at a time, the onus to lead diversity initiatives fell solely on the backs of students, faculty, and a handful of support staff.

**For all of the reasons listed above, the following recommendations are suggested:**

**Recommendation 1:** SIT must better preserve institutional memory and use it as a guide (focal point) in which to set objectives, goals, and purpose; there should be a person who is tasked with doing this job. The data and discussion above show how detrimental ignoring lessons from the past can be, and if SIT is to thrive in a more demanding market, then there has to be a more responsible way of moving forward.

**Recommendation 2:** SIT should allocate at least 5% of every department's resources to the creation of a functioning Diversity office that has a large breath of power. IE theory, as well as the institutional memory, support the notion of buy-in through perception. One way for everyone to

feel like “part of the team” is by allowing them to participate by the department. Over time, this allocation will become so normalized that it would seem “out of place” to not contribute to diversity.

**Recommendation 3:** SIT needs to emphasize diversity as a core value of the policy, curriculum, and event creation. This means that SIT must talk about diversity as much as they talk about funding. They also must focus on creating and making visible diversity policy that is holistic and acknowledges everyone’s struggles.

**Recommendation 4:** SIT must develop systematic, bureaucratic, and political practices that allow for honest conversations to occur between students, staff, and faculty. Students should be provided with a comprehensive hard and electronic list of ways in which to pursue matters concerning diversity and inclusion concerns.

**Recommendation 5:** SIT must seek to employ individuals who challenge traditional western European views and then provide space for this sort of dialogue to take place. Faculty, staff, and students should not be admitted based on their “fierce and bold” resumes and backgrounds and then isolated for sharing these views. Many times, the faculty members that many students in minority communities are close to are also the ones who express views that represent that of the minority community and rebuke that of the majority.

**Recommendation 6:** SIT should create safe cultural spaces in both physical and electronic formats.

**Recommendation 7:** SIT must promote interracial friendship by making an effort to foster interracial friendships. The institution must make an effort to initiate an intersectional dialogue that supports conversation across racial lines.

**Recommendation 8:** SIT must start publicizing all diversity work done by individuals at all levels of the institution. This creates buy-in and also normalizes diversity work as a professional norm both in the classroom and in the boardroom.

**Recommendation 9:** SIT must create equity scorecards for all initiatives and divide the tasks of these scorecards within committees. The scorecards must have set a timeline for the completion of every objective and goal (both long and short-term). The Chief Diversity Officer should oversee the achievement of all tasks and targets specified on the scorecards and have the power to hold anyone accountable for failing to complete defined tasks.

## Conclusion

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This body of research provides a foundation to which SIT can begin to rebuild its diversity strategy and policy. Analysis of the coded text and some of the most relevant inclusive excellence theory allows SIT to take a long, deep look at its historical legacies around diversity work over the last 20 years. The timeline allows researchers to identify inclusion-gaps in our past and explore the ramification of those gaps. Moreover, this work shows where and how the past cohorts, faculty, and staff focused the majority of their diversity efforts. From that, one could ask more pointed “how” and “why” questions with the purpose of fine-tuning SIT’s diversity efforts. It is time that SIT stop re-inventing the wheel and create a structure that accurately reflects its history, its students, its staff/faculty, and its values. The School for International Training is in a juxtaposition. On one hand, its International Honors Program (IHP) is set to receive an award for inclusive excellence practices by Diversity Abroad for its efforts making global education more accessible (SIT Abroad Website, 2018). And on the other, the graduate institute is currently being heavily criticized for its lack of ability to accommodate a diverse set of student needs. Hopefully, this study can help create more synergy as SIT pivots toward the future.

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## Appendix

## Appendix A:

CODED TEXT FROM CAPSTONES:**When Black is the Same Color: A Collective View of Dom and international students on Race at SIT**

- The three main foci were peer-to peer racism, faculty to student racism, and Black students views on curricular diversity (pg.ix)
- **(RED) (GREEN)** SIT Students live and work all over the globe, it is important that student's preparation extend to the African diaspora (2)
- **(PURPLE)** Soon after this realization, a series of events the researcher would describe as racist unfold. This was particularly disheartening because the schools mission is to prepare students to be intercultural effective leaders (2)
- **(PURPLE)** As the year progressed, the researcher began to speak to with other other domestic black students. He found that most has similar feelings racism experienced on campus (3)
- **(RED)** Members of the student body (both white and of color) expressed a desire for more instruction as to how diversity related to their areas of study (3)
- **(RED)** Many students did not understand how clean water and sharing of the Earths resources did not involve issues of diversity, as most third world countries are inhabited by people of color (3)
- **(BLUE)** SIT Asseverates that they value diversity and prepare students to be salient intercultural leaders up graduation. There must be a way to listen intently, even when inaudible works are spoken. It is here that institution prodromes may be revealed (4)
- Is there an unfathomable chasm dividing SIT intentions and Black Students realities? (4)
- **(BLUE)** **(RED)** By whom are African American SIT students mentored? (4)
  - Another factor in Black students being unable to cope with racial experiences is lack of diversity among the faculty and staff (11)
  - **(RED)** The desire to discuss race at predominately white institutions of higher learning extends beyond Black students (13)
  - **(RED) (BLUE)** Many predominantly white institutions have shifted focus to deal with overt racism while ignoring new-racism (17).
- **The data was initially separated into five categories: Nationality (domestic or international Black), peer-to-peer, faculty to student, curricular views, general data (23).**

## Student Expectations

- **(GREEN)** Domestic Black students thought about race relations at a slightly higher rate than their international counterparts prior to their arrival at SIT. 75% of domestic Black students has expectations, as opposed to 67% of international Black students (25).
- **(GREEN)** In last place respectively were domestic White students and international white students, with whom domestic black students expected to relate least (26).
- **(GREEN)** International Black students expected to relate to international Black students most.
- Respectively, at the of the scale were domestic Black students, international White students, and domestic students of color (non-black) (26).

- **The domestic Black students expected to find more domestic and international Black students than were present (26).**
- **The analysis shows that domestic Black students shows that the domestic Black students expected a greater representation of domestic Black faculty (28).**
- **The finding were the exact opposite for international Black students, who expected fewer international Black faculty than were present on campus (28).**
- The combines analyses of both the domestic and international students of reveal disappointments in the sparseness of domestic Black faculty at SIT (29).

#### Views on the Curriculum

- **(BLUE)** The combines analysis of both domestic and international Black students reveal disappointments in the sparseness of domestic Black faculty at SIT (29).

#### Peer to peer Inclusion/Exclusion

- **When asked with which group they relate most, the domestic Black students, as they expected, felt they related best with other domestic Black students. However, they related better to international Black students and domestic White students than they expected (-0.44/-0.75) (31).**
- **International Black students felt they related best with international Black students (32).**
- **The international Black students expected and had better relations with the White domestic students than their domestic counterparts (32).**
- **A final important observation is that both domestic students and international Black students related the relationship between the group with which they identify and other races/ethnicities on campus higher than their individual relationships (32).**
- **Domestic Black students weighed in at 50% feeling racial or ethnic based exclusion by their peers. International Black students felt far less excluded on campus at 33% (33).**
- **When asked to choose all of the groups by whom they felt racially or ethnically excluded, the domestic Black students selected white students at 62.5% (34).**
- **85.7% of the domestic Black students felt faculty was knowledgeable about their racial/ethnic group (36). Additionally, 100% of those who responded felt that they sufficiently incorporate their knowledge into classroom discussions (36).**
- **(RED)** 87% of domestic Black students felt that their racial/ethnic group was adequately represented within the curriculum (36).

#### Peer-to-peer racial bias

- **(PURPLE)** The preponderance of domestic Black students perceived racism or race-based discrimination at SIT. An even greater percentage felt that they were racially discriminated against (37).
- **(PURPLE)** The discrimination usually occurred with domestic white students as the perpetrators and both domestic Black and domestic students of color (non-Black) as the recipients (100% each (38).
- **(PURPLE)** The international Black students perceived the campus climate as far less racist than domestic Black students. 66.7% of international Black students did not see peer to peer racism on campus at all (39-39).
- **(PURPLE)** 71.4% of domestic Black students did not see faculty to student racism on campus (39).
- **(PURPLE)** Of the 28.6% of students who experienced or saw faculty to student racism on campus, they felt the perpetrators where domestic white faculty and the recipients were domestic and international Black students and wee as domestic and international students of color (non-Black) (39).

- (BLUE) 100% of international Black students on campus found a mentor. They rated their personal relationship with international faculty of color the highest, followed by domestic Black faculty. 57.1% of domestic Black students found a mentor, 42.9% did not (40).

#### Historical Impact

- (BLUE) 66.7 % of domestic Black students saw evidence that SIT was working to maintain racial barriers (45).
- (BLUE) 33.3% of the domestic Black population felt that SIT was working to break down racial barriers (45). Historically

#### Discussion

- **Empirical analysis proved that the domestic Black students' perceptions and experiences were in-fact more color based, while the international Black students were more nationality based (47).**
- **The domestic Black students felt far closer to the international Black students during the on-campus phase than the international Black students felt to them with a difference in variance of almost an entire degree -0.92 (47).**
- **Students arrive at the university with a farrago of doubts, fears, hopes, whished, and racial/ethnic perceptions. While the mission of SIT is clear, the final judges are the students who traverse its halls. Will the efforts of SIT to break down racial barrier surge to an incalculable peak and remain, or will the maintenance of the status quo be the valley of indecision in which it lies (52)?**
- **There comes a time when they must be help accountable to uphold the tenants on which they stand (52).**
- (BLUE) One recommendation would be to look into how SIT might better support domestic Black students (51).
- (BLUE) Another recommendation is SIT to create proactive programs to promote inclusion unconscious exclusion begins (53).
- **The findings of this research can study can assist the admissions department in the recruitment of Black students and Black faculty (both domestically and international). The finding further illuminate the path that leadership at SIT must follow (51).**
- (BLUE) A final recommendation if for the entire faculty and staff at SIT to attend mandatory diversity training with an outside vendor each year. This training should include self-examination of racial/ethical biases, how to address the racial subtleties that affect students within the classroom or at work, and how to positively incorporate racial and ethnic based material within the curriculum (53).

#### **CAPSTONE: Student Adjustment to SIT Graduate Institute, With a focus on SIT's mission**

- (RED) Yet, when giving their interpretations of the SIT mission statement, they all felt it was a good mission. Some said that they could not witness it at all when in the curriculum or academic practices at SIT (13)
- **They felt that emphasis was on group work, rather than the multicultural aspect of it (13).**
- **There was conscious that mission itself was absent in many respects at SIT, not just the classroom, but that in social interactions people stated in their own cliques and social groups, rarely going out of their own "Comfort zone." (13)**
- (PURPLE) Participants felt neglected when they first came to arrived to campus. (14)

- They did not know about the group work focus of SIT and this confounded and confused them when they were asked to form groups in the Spring 1 semester (14)
- Those who did not have information of SIT's mission in the global context of preparing people for intercultural work and responsible global citizenship said the rigor is not everything. According to the people who were most positive about their experience at SIT, the purpose of bringing people together from all over the world to make a better world was the importance of the mission. (28)
- (RED) Students who came to SIT because the mission fit their personal philosophy of education were not looking for "intellectual rigor" in a traditional sense. Those students who were looking for the rigor found that they could not be themselves while at SIT (29).

### Institutional Memory Text

#### 1982 Diversity

##### **Reports, Recommendations, Statistics (Memorandum, Task force on minority and international Student Affairs**

- (BLUE) I am recommending that we begin a process of close cooperation with Howard University in Washington, D.C. which has a very large foreign student's population, and many programs in international relations. (2)
- It is suggested that we make contact with the rotary clubs to seek support in recruitment for SIT. Overall, there needs to be a continuing mechanism to carry out the aims of the task force. Finally, I cannot stress too strongly, the need for more emphasis on minority student recruitment, and for greater minority representation at the staff level and on the trustee board.
- A number of prominent educators and business people with wide contacts in minority communities be invited to a session during the trustees meeting this January in New York (3).
- With regard to minority student recruitment, \$2,000. Over and above current budgeted advertising will be spent on promotional efforts targeted to minority applicants (4).
  - There are stats that you can use for your paper on the bottom of this document.

#### 1994-1997

##### **Diversity Task force Update**

- The Diversity Task Force, in operation since November of 1994, is organized around issues of diversity on the SIT campus (1).
- The group formed in response to a concern among many in the community that the student body in each of the programs are largely composed of Euro-American students (1).
- (BLUE) One of our major objectives has been to create a dialogue between themselves and members of the administration with the goal of together developing better strategies for recruitment of minority students (1)
- (RED) As a part of this process, there has been exploration on what kinds of roles students can play in advocating more diversity.
- (PURPLE) The task force is working to create a continuity amount their work and past efforts as well as with the efforts of students in the coming years (1)
- (BLUE) Recording their progress so that next year's students will be able to continue where they ended (1)

- (RED) The task force is working to educate the student body on issues of diversity and how increased diversity in the student body and faculty can have a positive impact on the community and kinds of issues discussed in class.

#### **SIT Diversity Committee Action Plan 1996-97**

- This document focused on different ways to support services for international students and communicate/coordinate international support campus-wide, re language, cross-cultural support. They focused on Recruitment of students, faculty, and administration; curriculum and educational programs; faculty and staff expertise; public relations and marketing materials; establishment of monitoring and assessment; faculty and staff training; student diversity education series; student recruitment.
- The committee comprised of 1 representative of ASA, 1 admission, 1 DOSS designee, 1 rep from support staff, and 1 rep from office of president, 1 rep from ISE, 3 students selected from WIP, ATMAT, and PIM (5).
- Students and diversity associate rotate annually. Staff have rotated by attrition. The committee should maintain as much consistent as possible for the first two years (Feb. 96-98). All faculty/staff should serve a minimum of two years (5).
- All members will attend monthly meeting and serve on at least one ongoing subcommittee (5).
- The committee would like to be recognized that the amount of work for Diversity Committee members far exceeds the equivalent of one point. Issues we would like noted are: enormous start-up work put in by thus years chair (in excess of 200 hours over the year). Heavy training responsibilities beyond representational work for other committee members. Faculty operate on a point system while salaried committee members have no such clear system of recognition (5).
- We propose that committee member's supervisors work out appropriate compensation and that there be discussion among supervisors to guarantee comparable compensation for all members, according to their responsibilities (5).
  - Look at the recommendations for 1996-97 plan! Very important as far a programming goes.

#### **Diversity internship Opening:**

- In 1997, a position for a Diversity Affairs associate internship was created. The position was to report to the Dean of Special Programs, SIT office of the President for 35 hours a week for twelve months. The position was to start in-between June and July, with a two week training period (1).

#### **Diversity Task Force Survey Draft Test 1994 Summary**

- On October 31, 1994 the Diversity Taskforce Subcommittee on Climate conducted a mock climate survey on World Learnings Community Council before its release to the larger World Learning Community. There were thirteen council members given the survey and nine were returned. The questions focused on the progress being made at world learning in providing equal opportunity for all employees. co-worker relation ions across racial/ethnic lines; the extent to which human diversity would increase their departments ability to accomplish goals; the importance of diversity in the workplace; discussing issues of racism, sexism, or bias in the workplace; if word Learnings current policies support our goal to increase diversity; when hired did you feel welcomed by your coworkers; does human diversity contribute.

#### **SMAT Diversity Task Force Recommendations 8/7/95**

- **SITs mission: “to enable students to increase their awareness, knowledge and skills so that they may become more effective teachers and leaders in inter-cultural settings.” (1)**
- (BLUE) Most prospective candidates hear of SIT through word of mouth, with the result that the student body is primarily self-selected. Without concerted recruitment efforts, it is virtually certain that the student body will remain overwhelmingly homogenous (1).
- (BLUE) If SIT truly values cultural diversity, much stronger efforts must be made to seek out candidates from a wider range of cultural, linguistic and socio-economic backgrounds (1)
- (BLUE) Such recruitment efforts might include outreach programs to teachers working in urban setting in the United States. There are many teachers of color teaching ESL and/or foreign language in public schools, community colleges and grassroots organizations (1)
- (PURPLE) SIT’s lack of faculty of color constitutes a major obstacle to fulfillment of the school’s states mission. While the difficulty of finding qualified candidates of color who are willing to re-locate to Vermont is often cited, this is not a valid excuse for inaction (1).
- (BLUE) In the MAT program, there has been a tendency in the past to privilege program graduates and part-time faculty when full time positions become available (1)
- (BLUE) Such a policy virtually guarantees that the faculty will remain homogenous (1).
- We are aware that such recruitment efforts may take time to yield tangible results. In the meantime, the school should actively seek out adjunct faculty, individual course teachers, guest speakers, and worship leaders from a wider range of cultural, linguistic and socio-economic backgrounds (1).
- (BLUE) Significant financial aid will be necessary in order to attract a broader range of students. Acquiring the necessary resources for a realistic financial aid program would require concerted fund-raising efforts that, to date, appear not to have been made (2).
- (BLUE) We were surprised to learn that SIT lacks its own development office – a situation unheard of in an institution of higher education (2).
- (RED) Some minority candidates may feel reluctant to make such a large commitment of time and money without assurance that SIT’s programs can, in fact, meet their needs (2).
- (BLUE) One practical way of reaching out to a broader range of prospective MAT candidates would be to sponsor special workshops or intensives for teachers working in the public schools (2).
- **Such programs could serve a three-folded purpose: 1) candidates from diverse backgrounds would have the opportunity to gain firsthand knowledge of the SIT program; 2) SIT faculty would gain greater understanding of the needs of minority students; and 3) the MAT and SMAT programs could be carefully evaluated with regard to where or not these programs, as current configured actually meet those needs (2).**
- (BLUE) Virtually every member of the SMAT program has expressed the opinion that the programs culture courses need to be radically re-designed. Many of us feel that these courses have not effectively addressed the lever of diversity exists within the SMAT program (2).
- **We recommend that the culture course be organized along the lines of the approaches course, providing a core of provocative readings and bringing in speakers from a wide diversity of backgrounds and perspectives, who could challenge students with strong and varied points of view (3).**
- **This course should be coordinated by teachers who have demonstrated expertise and experience in the field of multicultural education; simply having lived and/or taught in other cultures is not sufficient qualification to teach this course (3).**
- **It may be necessary to look outside the institution in order to gain the perspective necessary for re-designing this course (3).**

- Given the fact that SIT's student body comes and goes on an annual basis, however, progress cannot be dependent upon the efforts of students alone (3).
- **We recommend the establishment of a permanent Diversity Task Force, comprised of student's faculty (at least one representative from each program), staff and administration, with the aim of initiating and sustaining ongoing efforts of the nature we have outlined above (3).**
- (BLUE) It is of vital necessity that SIT makes an institutional commitment to pursuing serious work in the area of diversity (3).
- 36 students signed this document in support.

**SIT Student Diversity Survey** – This survey is of the 30% MAT, 39%PIM, and 16% of WIP students. The survey had 8 questions. 24 MAT students, 37 PIM students, and 5 WIP students took the survey. There is no date on the survey and no indication of who issued the survey.

**Constitution for SIT Student Diversity Task Force 94095 School Year** – This appears to first mention of a student group with a working constitution. One privilege of being affiliated with this was the use of SITSA offices and computer. They had an advisor from all programs and a core group of at least three to five coordinators of special interest in education, recruitment, and structure. The core group meets regularly and the task force meets once a month.

#### Student Task force Creation Material

- This group was created by Melissa Scheid, Organizational Diversity Associate.
  - This group was created to explore how students could open channels of communication among the student body, faculty and administrators in an effort to raise further awareness about existing diversity on campus, as well as working to increase the numbers of domestic and international students on color (7).
  - SIT contact and People for Diversity Initiatives: SITSA, SIT Diversity Committee (staff & students), Student Diversity Task force, GLOBE, Women's and Gender Issues, and ISAP.
  - School for International Training Recognition of Student Organizations mandated that students were required to keep written minutes, financial minutes, and other materials relevant to its continued operation and an advisor (6).

#### Timeline of Diversity Task Force Minutes

- (BLUE) To establish task force a recognized campus organization and prepare next year's group by providing them with as much information as possible about what we have accomplished and what foresee might be useful and appropriate in meeting out aims (1)
- A few of our Problems:
- (RED) We treat diversity as something is "out there, "not recognizing it as a force in our midst, and part of our present, as well as our future reality (3). We single out "diverse" people, i.e. U.S. American with minority and/or international students asking them to represent a "different" viewpoint, assuming that all others will espouse perspectives similar to those of the other "dominate" (3).
- (RED) We fail to recognize and follow thought on critical incensements of interpersonal difference, passing them off as personality conflicts, or simply as difficult situation to be ignored and quickly forgotten (3).
- A few of our strengths:
- **As a whole we are a community that wished to embrace and learn from diversity. Our view of the world as a rich and varied place is one of the common that draw us to SIT (3).**
- Focus of Structure, education/communication/ recruitment/ continuity

- Task force Minutes 15, Jan. 1995
- Pg. 10 - They focused heavily on defining goals, mission statements, they seem to be in that stage for a while. They wanted to focus on campus environment, curricula and faculty. To network with alumni in order to increase diversity.
- **To establish an annual, permanent informational exchange between SIT and World Learning Administration and the diversity Task Force and have input on SIT/World Learning Marketing materials (11).**
- (BLUE) To create a diversity intern position in the admission department (11)
- To create awareness of diversity on campus by promoting speakers, panel, art, and social justice festival (11).
- (BLUE) Staff position dedicated to increasing diversity, both domestic and international (11). Major multicultural conference sponsored by school (11).
- Major multicultural conference sponsored by school (11)

3/8/95

- (BLUE) A. Meet with admissions department chair to establish a working relationship. B. Document current and past admission office recruitment efforts. C. encourage alumni to donate moment ear marked for diversity scholarship. E encourage (MAT WIP, PIM) to donate a portion of their group fund money to diversity scholarship fund. F. Advocate for the establishment of a diversity intern position. (12).

16, March 1995

- (BLUE) The committee also talked with him about the possibility of a diversity scholarship being included in a capital campaign (13).
- **Task force ideas and suggestions: Start early, document everything, establish contact and work in collaboration, write and publish articles for campus newspaper and other publications, produce semester reports about state of diversity at SIT, encourage Neal Manhham and July Mello to speak about diversity issue in state of the school address and other campus-wide events, meet with admissions department to continue monitoring recruitment progress and strategy, research other programs similar to SIT (Lesley College) which have devised strategies to improve diversity on their campuses, encourage alumni donations to be earmarked for diversity scholarship, advocate for establishment of staff position and PIM internship focusing on increasing and promoting diversity of student body. Identify and collaborate with faculty from all programs to make diversity a campus wise issue with full commitment of every department, contact former members of diversity task force for clarification, questions or suggestions, faculty participation on work learning Diversity Task Force should be included in the point system for faculty (14-15).**

22. Feb. 1996

- (BLUE) Ways were discussed about how we could enhance the statement such as improving support for international students, via separate orientations and/or students provided with conversation partners. Ways and ideas that could help international students cope with rigors of the programs on campus (57).
- **Clair then discussed a little of the background info and on the vision statement and the two main purposed of it. These being that there is an internal vision that would help to propel ideas within the community and an external vision or purpose that would help to facilitate aspirations and outward looking goals of the committee (i.e. Grant writing, recruitment). (57).**
- **The film color of fear shown the evening of Feb 28<sup>th</sup> was well received by large audience. March is women's History Month. Charlotta Elssfeld is organizing an exhibit of women's art (59).**

- **Victoria talked about her proposal for an OIM internship position as a “Diversity Coordinator. President Judy Mellow is very interested in this idea (62).**

(For discussion with the Ad Hoc Committee on Diversity 16 Jan 96)

- The Ad Hoc Council is all staff and no students
- That the SIT Academic Council assist in the consolidation and enhancement of ongoing efforts by the SIT president, administration, faculty, and students to increase diversity within the school by stabling a Diversity Committee (1).
- (PURPLE) Develop a consensus within SIT on the meaning of diversity and the role of a diverse community of students, faculty and staff in achievement of our institutional mission and educational process. (1)
- The committee will be a committee of the council and will provide regular reports at monthly council meetings.
- **Members of committee: The president or Dean, two faculty members from DLTE and GIIM, an additional faculty member who is also on the world learning task force on Diversity, a staff rep. of ASA, the director of Admission, the director of student services, Three students selected by SITSA.**

**SIT Academic Council Ad Hoc Committee on Diversity 11, Dec, 95**

- **No later than march, each programs or departments faculty and academic administration would be asked to present to the Academic Council a working policy paper which state their commitments and their specific ideas of plans for increasing diversity in the programs curriculum, its staffing, its student body (3)**
- **Jeff proposed that we discuss the following themes: How does SDTF define diversity? What efforts have been made to date? What are our goals for the future? How can the Academic Council and the Administration of SIT help the SDTF achieve these goals? What reactions does the SDTF have the recommendations developed by the ad hoc committee? (5)**
- (PURPLE) The Task Force’s focused on Diversity Week, inviting guest speakers, holding monthly forums, networking with other universities and their student’s clubs (Black Student Union, Asian Students Association, and ext.).
- **Task force, “our goal is to celebrate the existing diversity on campus” (6)**
- **Report on Recruitment and Retention of people of color – important data chart inside**

1996-97

- [Articles used for Diversity that year: Diversity and T-group Development; Three Paradigms for Diversity Change Leaders; On the importance of Higher Education.](#)
- SIT Tackles its diversity issues – Read Newspaper Article
- There were case studies used for Diversity Trainings
- SIT Diversity Training Sub Committee was created
- **Purpose of SIT Diversity Committee. 1. To Develop a dialogue on the meaning of diversity at SIT and the role of a diverse community of students, faculty, and stand in the achievement of our institutional mission and education process. 2. To ensure effective communication between all of the different groups, departments and individual in SIT/World Learning involved in enhancing such diversity. 3. To formulate specific recommendations for the academic council and/or the relevant unties of SIT on long-range objectives, short and mid-term priorities, and action steps for further enhancing diversity. 4. To provide educational**

**programs for student, faculty and staff, and to provide support to individuals, departments, and unity within SIT in their efforts to reach the SIT vision Statement. (36)**

**September 26-27<sup>th</sup>, Forum on Leveraging Diversity and Building Inclusion**

- Evaluation form and “how do I respond to Conflict” survey (2)
- Staff and Faculty Follow-up Diversity Training (8)
- MAT, PIM, and WIP Surveys Responses (14)

**Diversity Task Force Reports**

- Diversity Planning Day Schedule (3)
- Department Reports (5)
- Task Force on “Awareness and Intervention Training”
  - Statement of Need from Diversity Plan
    - Committed to offering training on volunteer training on ongoing basis. (15)
    - Core content: “isms”, naming of privileges and using ally behavior, cultural differences in Communication styles, intervention skills in classroom and workplace, coalition and ally building, non-Eurocentric models as focal points, conflict resolution (including non-Eurocentric models)

1999 -2000 Diversity

Diversity Accountability Agenda

- **Almost all staff committee.**
- **They worked on creating Institutional Progress Report, world Learning Diversity Vision Statement.**
- **Created World Learning First Annual Institutional Diversity Progress Report by Diversity Accountability Committee in 2/24/00 for audience of: board of trustees, diversity website viewers (when website it created) which includes alumni and perspective employees, students, and donors. It appears that each department had to submit their own version of the report to the committee to be added to the reports.**
- **They looked into hiring outside consulting services to help with follow-up and tracking of progress reports. The consultants where in house in the form of professors and international administration.**
- **No real metrics shown or talked about in the notes. I’m not really sure how they tested this in a uniform and consistent way**
- **Helped develop shared vocab and discussed what is happening in diversity report and ways to intervene.**

Diversity Survey

- **In 1999, a 14 question survey was sent out to students that asked general questions and student’s opinions about diversity efforts at SIT. Another was released that asked students to rank which of World Learnings goals were the most “most important” to them – they was a 1-6 ranking system.**

Instructions for 2<sup>nd</sup> Annual Department Progress Report for World Learning Diversity Plan

- **The world learning diversity plan was created in 1997 but was only distributed in 1999. 20 departments participated by submitting action plans and narrative reports.**
- **The directions for the next progress report were as followed:**
  - **Revise the action plan for your department**
  - **Write a short Narrative Report by answering five following questions**

- How have you incorporated diversity objectives into the decision-making of the department, including budgeting and strategic planning?
- Describe the top accomplishment of your department since October 1999 in meeting its diversity objectives. (Refer to the objective and action steps in your templates.) Indicate how you measured meeting these actions steps?
- What are the diversity objectives where the department made the least progress? Please explain why?
- What barriers did you face in implementing your action plan? What resources might help overcome those barriers (financial, communications, and human resources)? Please be specific.
- What are your department's top three diversity priorities for coming year? Please explain why?

#### Reporting for Diversity Plan

- **By October 1** – Department share reports to DAC
- **By November 1** – DAC reviews departments reports and makes recommendations about goals, objectives, resources, etc. and shares reports and recommendation to PAC
- **By December 1** – PAC discusses with its departments the reports (e.g. recognize efforts, discuss recommendation and resources).
- **Between December 1 and January 31** – departments conduct strategic
- **Between February 1 and April 15** – PAC shares with DAC how the reports have been integrated into strategic planning and budgeting.
- **May** – present a report to Board of Trustees
- **Ongoing** – DAC checks in regular with department before October 1 to offer assistance developing templates
- **Element 3** 0 Diversity education and awareness and intervention training; **element 4:** curriculum and academic resources, **element 5:** student body recruitment; **element 6:** staff and staff recruitment; **Element 9:** student experience and development; **Element 10:** faculty and staff experience and development; **Element 11:** Organization community connections: **Element 12:** Institutional Vision, Leadership and systemic change (IMPORTANT)

[Diversity Steering Council Minutes 1999 – Printed OUT on Printer](#)

#### 2000-2001 Diversity

#### **Diversity Committee Meeting Minutes 2000-01 – I printed out physically**

#### Diversity Competencies for All Employees Draft 2000

- (BLUE) General Diversity Competencies for all employees (1)
  - 1. Have a shared of diversity and related world learning policies
  - 2. Identify their own self-identity and their relationship to others
  - 3. Identity behaviors of being an ally and in of inclusion and explain how to implement those behaviors in the workplace and classroom
  - 4. Develop conflict resolution skills in the work and learning environment
  - 5. Develop skills to foster a work and learning environment where different communication and learning styles are respected and utilized
  - 6. Create and maintain effective multicultural teams
- (BLUE) Function job group diversity competencies' (1)

- Explain and utilize world learning policies and practices that reflect good faith efforts to recruit, hire, train, and promote the most talented individuals available from all backgrounds
- Develop coaching skills to help advise women and minorities
- Understand which protected classes require reasonable accommodations and identify ways to make reasonable accommodations
- Identify how to best maximize the potential of all employees and of diverse work-teams to develop a high performing organization
- Explain the benefits of diversity and how to integrate diversity into strategic planning and budgeting
- Develop skills to manage harassment complaints and intercultural conflicts
- Attend (and encourage all staff to attend) diversity-related trainings and education programs, and apply learning to the workplace
- All Faculty will be able to
  - Identify differences in communication and learning styles and how this effects the classroom environment
  - Develop and to included international and intercultural perspectives in the curriculum and classroom
- All service staff will be able to
  - Identify behaviors that respect different cultures and different communication styles as they relate to customer service
  - Develop ways to international and intercultural perspectives in co-curricular activities
- All other specialists will be able to
  - Identify behaviors that respect different cultures and different communication styles as they relate to customer service

#### Diversity Education & Training Committee Minutes

- Wanted to develop a 12 month training calendar
- Focused on retention from trainings, concern that the trainings were too long and it was hard for people to have retained information.

#### **Future of Diversity at World Learning 06.7.01**

- In order to ensure our efforts align with a coherent strategy, the following model will be used to guide our efforts: The diversity committees will focus its efforts on the following 3 areas:
  - 1 framework: develop and review vision, goals, rationale, frame of reference and communications strategy (1)
  - 2. Implementation: Develop, implement, and review action plan for organization-side involvement, climate assessment, training and education plan, recognition system, accountability, and diversity management deployment (1)
  - 3 Measurement and Assessment: Develop measures to endure progress. Measure and asses strengths and barriers to achieving results; make appropriate recommendations for developing and revising systems, procedures, and initiatives (1)
- Committees
  - To better utilize energy and time, I propose combine the existing diversity steering council and DAC into: the Diversity and Assessment Council (DSA). We will keep the diversity education and training committee (DET). Melissa will take on the role of consulting with departments regarding their diversity action plans and reports.
  - The DSA will be responsible for
    - Guiding and overseeing diversity plan

- Ensuring there is necessary accountability across the organization to achieve desired results (2)
  - Asses needs, strengths, and barriers of the organization in relationship to the goals and objectives of the diversity plan (2)
- Ideas
  - **Develop a business case for diversity that may include how diversity affects the bottom line here, the opportunities of diversity as well as consequences if nothing is done, how diversity is tied into key performance factors of the performance appraisal and tied into Jim Cramers diversity strategic imperative. (2)**
  - **Place all departments profess reports on the walkabout and the EdWEb (for students) for easier access (2)**
  - **Ask past Diversity Award recipients to share their experiences and learning on the walkabout so other departments can look to them for ideas. (2)**
  - **Develop a “score card” for grading the institutions progress for each element of the plan**
  - **Develop “success indicators” to help departments better measure progress within each element of the plan (2)**
  - **Maybe an example “Score card” at end of this report.**

#### Draft of Components of Employee Professional Development Program

- This is a draft of the training program that provided incentives in the form of certificates of competition for those who are complete the trainings. Encourages bosses to keep a list of all trainings.

#### Reports and Implementation Plans 2000-2001

- Diversity goals cannot be achieved exclusively by recruiting students who need almost 100% scholarship support (5)
- (BLUE) Concerted efforts are needed to work with special needs students so that we do not lose them during the application process or due to visa and other issues. The proposed addition of a new SIT staff position to deal with “Sponsored students” will help address this need. (5).
- (BLUE) Action plan: to further develop affinity groups by increasing frequency of communication via email and expanding the mailing of recruitment information to EIL and SIT study abroad alumni. To recruit Affinity group members from current student body. To coordination affinity groups efforts with similar on-campus groups. With admission, discuss how the alumni admissions volunteer program can best serve diversity goals. With PDRC, strategizes how the SIT mentoring program can best serve diversity goals (24)

#### 2003 Diversity

##### Connections Meeting Minutes 2003

- Reading list committee: Despite an email send to all students and faculty the week of April 3, there was no response for recommendations for a summer reading list for prospective SIT students (1)
- Orientation Committee: diversity should be introduced to the PIMS and MATS together (2)
  - Diversity is not just “PIM ”stuff (2)
- Norms and curriculum committee – no report

- Diversity coordinator “selection” committee: Jim Cramer has indicated that he is unsure whether or not hiring a diversity manager is the solution to the problems on campus (2)
- There is a need for a Diversity manager on campus – be that person a faculty or staff member (2-3)
- **(RED)** Mats are looking for diversity training to gain tools for engaging tough conversations (3)
- Andie is coming a binder to include all available information about the diversity initiatives taken at SIT in the past, as well as connections’ efforts.
- **(RED)** White Ally Training: Stacy, Koni, AM Chris, and Andie will be hosting a three part series on coming a White ally. First, a dialogue session on white privilege. Then a training around skills for being an ally. And finally, a follow-up dialogue session (3).
- Committees are: curriculum, reading list, norms, incorporation, orientation
- Social Identity Extension Committee group appears to be created.
  - **(RED)** Social Identity extension is a coalition of students (members of SIT community) dedicated to creating a safe environment where diversity is;/ differences are values and appreciated. We are committed to open dialogue, learning and exploration surrounding issues of diversity, and making a positive impact on/advocating for change within our community through education, personal development, and leadership development (ally) in cooperation with the student body, faculty, and staff (13).
  - Stician returned to the issue of the Diversity Coordinator and the ombudsperson and stated that it was hard to know what the impact would have definitely been on this campuses had these two positions been filled this year (21).
  - As a student and a student perspective for SITSA he experiences a lot of rigidity when he tries to address the issues (21)
  - **(blue)** Departmentalization has been occurring as the school divides and subdivides (21)
  - There is constant commentary on how things should not be don’t in the world, but no real solution or alternatives on things could be don’t differently (21)
  - A structure needs to be created to integrate the isms into the curriculum. Analysis needs to be more than just theoretical and incorporated into the classroom (21)

### **Diversity Recommendations at SIT Booklet- 2003**

Real name (Diversity and SIT: What’s the Big Deal? On May 5<sup>th</sup> 2003 – THIS IS REALLY A REPORT

- **(RED)** The problem lies in what is not being seen. The target group sees and experiences injustices and the dominant group claims it is not happening because it is not visible to them (5).
- **(RED)** We are missing one of the most valuable, if not the most valuable, components of our education – placing positive value on identity differences. The need to look at yourself before you can deal with these issues on a grander scale has not been effectively reinforced by the SIT curriculum (5)
- **(RED)** Why must it be up to people of color and other target groups in terms of religion, sexual orientation, nationality, and others to “push diversity” on everyone else? (5)
- **(RED)** Currently, diversity efforts are not being allowed to build on previous years efforts. Every year the old problems are being rediscovered. A common vision for diversity should be cultivated during orientation and integrated into the SIT experience) 6).
- **(RED)** Diversity begins with who comes to SIT. Tension has built up this year and has been spilling out over the past few months around inclusion and exclusion. (7).
- **(RED)** African American students have seen privilege play out on campus in ways that are seemingly invisible to those who benefit from it. And when these African Americans take initiatives to effect change, they have been seen as troublemakers (7).

- **(RED)** SIT is known to recruit internationally for students. But what are its strategies for recruiting nationally to get a domestic student population representative of the U.S. population? (7)
- **(BLUE)** Can data be compiled to present a picture of racial and national diversity of next year's class?
- **What is SIT's stance on affirmative action in recruiting? (7)**
- **(PURPLE)** There has also been tension in the classrooms between faculty and students and incidents between students and staff as well.

#### Diversity survey Results 2001 – I PRINTED IT OUT

##### **SIT Diversity Affirmative Action Statement**

- Melissa Scheid is now program manager, diversity and affirmative action, human resources World learning
- The organization recognized that, although it has demonstrated its commitment to diversity, there are goals yet to be fully achieved that are essential for the future of World Learning: These include: increasing opportunities for and outreach to a more diverse student and employee applicant pool. Integrating a broader range of perspectives in the curricula. Providing a more supportive work and learning environment for students and employees. Strengthening relationships with local community leaders to help create a more welcoming community for all. (2)

#### Stopped at SIT Self Study Progress Report 03 & 04 – PRINTED OUT

##### **Diversity Challenges (2004-05)**

- **(BLUE)** Change in personnel and Programs
  - Lapse in Diversity plan oversight since resignation of Melissa Scheid Frantz, program manager for Diversity and Affirmative Action in Human Resources Department in October 2001 (1)
- **(BLUE)** Lack of cohesion across departments
  - Need for more integration between curricula and co-curricular activities to successfully build a learning community (1).
- **(BLUE)** Senior management
  - Lack of interest by senior management and board of trustees in using Diversity plan and Diversity Vision Statement as roadmap (1).
- Recruitment/Hiring process
  - No plan for attracting person of color for faculty position (1)
- Staffing
  - Small turnover in staff which limits vacancies. Time given for diversity training (1)
- **(BLUE)** Communication & Coordination
  - Lack of coordination with Diversity Coordinator to assist faculty to assist faculty with challenges of working with SIT's diverse student population, despite SIT self-study statement of expected collaboration by Diversity Coordinator and DSLM associate Dean (2)
- **(BLUE)** Lack of Diverse Faculty/Staff
  - Faculty or PIM and MAT do not have full-time African American or other US born person of color which becomes deficit in attracting US students of color (2)
  - Need person from underrepresented group to join admissions counselors who recruit students

- Lack in progress in increasing numbers of African Americans on staff (2)
- (PURPLE, BLUE) Student Complaints
  - Despite student efforts in 2003 (connections) and in 2005 (SITAS), PIM faculty been seen as resistant to changes because of “academic freedom,” “against orthodoxy,” “we have already had some training years back,” “diversity is the only issue here.” (2)
  - Limited financial support for people of color which limits access to expensive program (2)
  - Limited financial support for international students, plus work restriction on them during capstone phase: legally, they can only work part-time at SIT and there are few such part-time and short-term positions available (2)
  - Inadequate budget to bring outside speakers who are members of underrepresented groups to make up deficit in faculty and to provide role model for students of color (2)
- (RED) Community Participation in Diversity Events
  - Small attendance by staff/faculty at student diversity events and lack of encouragement for students to attend (2).

### Diversity Committee Minutes and Agenda 2005

- See handouts for percentages in fall 2004 and spring 2005. 14-16% students of color self-identity more option than federal categories, including multiracial. 67% identify as white/Caucasian (8).
- Ten school send 30% of the students. Students of color come from UNC, Carleton, Columbia, NYU, Wesleyan, University of Texas, Mount Holyoke, Sarah Lawrence, and Brown. (8)
- It’s been a long haul to build personal relationships with HBCU’s. Many are in the Southeast (8).

### Diversity Forum 2004

- There was a diversity forum that took place that included case studies, map videos, the diversity coordinator presentation by Sissi Lofton, language sensitivity, personal journeys reflection, diversity community’s introduction, and comments from other students.
- Not in the forum but important: there are sissi’s diversity plans for the year.
  - Diversity Sessions SIT community Time (1<sup>st</sup> Tuesday, Oct. Nov. De.
  - Lunchtime Diversity Tables
  - Reflection Group
  - Compassionate Listening Training
  - Film and Videos
  - Speakers
  - Workshops
  - Resource Lists

### Intercultural Programs Website at SIT

- (BLUE) SIT’s Center for intercultural programs furthers SIT’s commitment to creating an environment rich in the diversity of people and points of view. Its goals are to build and maintain a diverse campus community to provide courses and programs in language and culture designed to meet the needs of SIT students (1)

### Material Presented by Diversity Coordinator 2004-05

- I have been in the position of Diversity Coordinator since October 1, 2003 (61)

- In Aug. 2005 Sissi Lofton composed a letter to incoming student's detailing who she is, her role, and her commitment to diversity. She also includes some short reading on diversity. This is one of the first concentrated efforts in the IM at frontloading diversity to students at SIT.
- In preparation, I would like you to follow the links and engage with the reading, keeping the following questions in mind: How is this reading relevant to your culture and your experience? Which differences are visible in your culture and which are hidden and taboo? Who is included and who is excluded? With whom do you most identify in the readings and with whom do you have the most difficulty? Which issues are harder for you to think about and talk about? Why? (2)
- Some reading were: [unpacking invisible knapsack](#), [A place where women rule](#), and [VPR presents Archbishop Desmond Tutu](#)
- My current emphasis no to resurrect the Diversity Committee Structure to look at priorities for next year. The Diversity committees and their functions under Melissa shceid Frantze were: 1) The diversity steering and Assessment Council which oversaw the diversity plan, ensured accountability across the organization, and assessed the needs, strengths, and barriers to the goals and objectives of the Diversity Plan; and (2 The Diversity Education and Training Committee which helped develop programs and trainings for students, staff, and faculty (61).
- I plan to start a Peace Center at SIT which will in with other Peace Centers around the world, and to have women in Black vigil for peace (61)
- She held a celebration of The Pan-African Diaspora for Black History Month. The program had forums on racial integrations, white ally sessions, and afro-Caribbean dance lessons.

#### **PIM Class Diversity Plans 04-05**

- From what I see, it appears that Sissi created a PIM diversity plan (2005-06) that was based around the World Learning Vision statement and the World Learning Diversity Plans. The elements were: Diversity education and training; curriculum development and applications; faculty and staff recruitment; student experience and development goals (18)
- **PRINTED OUT THE Objectives:**

### **2005-2006**

#### **This is a SITAC Report:**

- Sissi Loftin served as chair of the Diversity Committee for SIT and World Learning and appears to have revamped two committees named Graduate Faculty Assembly and Graduate Faculty Human Resource Committee (1)
- The School for International Training Action Coalition (SITAC) is comprised of Multicultural and multinational members for the SIT and World Learning (WL). Was founded from student concerns in the 2004-05 academic year. (1)
- Historical Background:
  - (GREEN) PIM56/MAT28 Hunger Strike
    - Imitative of 11 students members from the people of color support group, a list of twelve objectives were presented to the SIT administration. SIT racial, ethnic, and national diversity tin the student body, faculty, staff and curriculum was the subject of concerns. After two fats of negotiations the students and administration an impasse the administration did not meet the 48-hour timeline and the students along with other supporters commenced with a hunger strike

in front of Boyce house that lasted two days. A significant portion of the student body chose not to graduate (1)

- (GREEN) PIM 60/MAT 32 Lack of diversity of faculty
  - Students from the PIM 60 Class reported that they felt the PIM faculty did not reflect enough diversity, in terms of race and national origin. (1)
- (GREEN, RED) PIM 62/MAT 34 Connections Report
  - During 2002-03, students became concerned about the way in which many dimensions of diversity were discussed or managed on campus. Major issues included: The lack of critical discussion about aspects of diversity, the lack of support from a designated staff member, no mechanism for offering feedback to students, faculty or staff about issues of diversity, pre-arrival preparation for students, and recruitment of a diverse student body, faculty and staff. (2)
  - PIM 63/ MAT 35 Sodexo
    - Sodexo is owned by Marriott and had been involved in a class action racial discrimination law suit with its DC area emoted, had been cited for multiple worker rights violations and was formerly inverted in privatized prisons. Student's field that is was out of alignment with the espoused mission and vision of SIT (2).
  - PIM should reevaluate and standardize the grievance process in order to better benefit students (3)

#### PIM 74 Websites

- (BLUE) Racial Justice in the Curriculum: Members of RJA have been in dialogue with faculty and administration about the additions needed in the curriculum (website)
- (RED, BLUE, GREEN) Faculty are addressing our feedback from first semester and considerations are ongoing to add elements of courses such as social identity, social justice, racial justice, & conflict and identity to possibly Foundations I and/or Foundations II. We are asking that racial justice be infused throughout the SIT curriculum.
- (RED) Faculty & Staff Diversity Sensitivity Training : RJA has collaborated with other voices on campus to challenge administration to make sure everyone from RAs to adjunct faculty receive diversity sensitivity training--both incoming new staff and returning staff as part of their professional development to make sure this campus is a safe environment for all. This has been promised by the Dean and the Provost.
- (RED, BLUE) RJA has been one of the front runners in pressuring administration about the lack of memory. This is one of the biggest challenges the graduate institute faces. This website, the google drive, and student contact information aim to partially address this.
- (BLUE) Institutional Memory: Additionally, community meetings are ongoing with the administration to create permanent practicum positions to possibly address this issue formally. The internship positions created this year are as follows: diversity, alumni engagement, & sustainability.
- Women and Gender: The Alliance for Women and Gender was first created in 1988. Better known as Women and Gender, the Alliance provides a co-curricular forum to address women's issues and gender concerns. Women and Gender raises awareness

through a number of events and activities, including International Women's Day, Take Back the Night, movie discussions, brown bag lunches, and other student-driven initiatives.

- Indigenous Voices: We are focused on going well-beyond “superficial multiculturalism” where only food, festivals, and fashion are highlighted as the significant aspects of someone’s culture and story. Instead, we support a deeper understanding of the issues and lives of people who identify as indigenous. Additionally, we will showcase the differences between the varieties of indigenous groups across the world, as well as between the members themselves through the diversity of our presentations by hosting three events and the dissemination of resources over several weeks.

#### PIM 75 websites

- The Racial Justice Alliance seeks to create an alliance between all races by opening conversation and dialogue. Our aim is to recognize privilege and dismantle it, creating a more equitable campus.
- SITSA
  - (BLUE) Diversity Officer Hiring Process Meg and Adj relayed their experience of interacting with the hiring process for the Diversity Officer. Adj and Meg noted that in meeting them the diversity candidate met with two white female domestic students in IE. There was little coordination to ensure that a diverse student population would be in attendance. The staff person from DC who was supposed to be conference calling in did not materialize. The staff working with her after the meeting did not know where she was to go next they had to call 4 different people to find out. SITSA was informed of the opportunity a week before the interview. The PIM 74’s thought that they would be more a part of the hiring process. They did not feel this way when they were presented with the one and only candidate that would be interviewed for the position.
  - (BLUE) Purpose of the Community Meeting was to be in conjunction with the Social Justices Series co-curricular program to connect community with social justice issues looking at different identities, identity expression, and intersectionality broad idea of the community meeting time was to bring everyone together to share the spirit of that series. Address what does the community need from each other. However, first community meeting became more towards students vs administration Addressing communications issues...etc

#### SITSA Folder

##### 1987 & 1991

- (BLUE) The position paper was discussed. Questions and concerns were voiced about continuity and administrative accountability. SITA is attempting to systematize and administrative accountability. SITSA is attempting to systematize mechanism for administrative accountability to the student body by synthesizing various program perspectives on various topics, eg.- housing, diversity, programming, policy (investment), accountability, institutional memory (2)

##### SITSA 1995-96

- (BLUE, GREEN) At the beginning of the PIM-48 program, several expressed their concern over the lack of multicultural diversity within the student body, faculty, and

administration of SIT. Upon further investigation, it was learned that this problem extends to the Board of Directors, and has been an issue on campus for nearly two decades. Despite repeated concerns voiced by students, no overt action has been taken by the administration towards increasing the international and multicultural elements of EIL. Given the current orientation of EIL.SIT, it is felt that there exists the need to increase the cultural diversity of students, faculty and staff. (6)

- In a recent response to the need for commitment towards affecting change, Charlie McCormack wrote an article for the Kipling's Folly entitled "toward Diversity." This article represents the first open commitment by the administration to work towards diversity. He and the EIL administration will be held accountable by future generations of students to see that this happens (7)

#### SITSA 1996

- **(GREEN)** The PIM Department hired assistant teachers of color, offer a forum in which returning WIPs/PIMs can speak/present to the world learning community about their experiences in areas where they were a minority; front load diversity awareness/acceptance activities during SIT academic year orientation programs; form discussion groups with faculty, admin, staff, and students to talk over orientation experiences; utilize texts, photocopied readings, bibliographies, ext. that include non-western, non-euro-American (male-heterosexuals) material. Establish, TODAY, a free writing board in the ICC foyer allowing anyone and everyone to post a written expression; Mandate diverse, intercultural working environments by requiring that one's ICC conversation partner be, at a minimum, of a different racial and/or ethnic background, establish a sister school relationship with the school of social justice at UMAS; expand the number and quality of team building activities, look at world learning as a whole of our beliefs, and force Board of Trustees awareness as to expansion of quantity, without increases in quality (pg 6-9).

#### SITSA 1997

- **From Organizational Diversity Associate to MAT, PIM, and WIP students:**
  - **(BLUE)** As many of you know, world learning senior management, in collaboration with the people of color support group, has recently developed a world learning diversity plan (to be finalized next week). This policy level plan focuses on increasing and supporting diversity within the organization. The plan will guide senior management efforts to increase support racial, ethnic, and international diversity and will provide a framework for future efforts related to other important dimension of diversity (16)
  - **(BLUE)** One objective of the World Learning Diversity Plan is to create an Accountability Committee that will monitor and evaluate progress. The goals of the committee is: to ensure that there is continuity from year to year in implementing this proposal, that there are engaged representatives from the World Learning community who work for all forms of diversity. (16).
  - The committee will have representation of students, faculty and staff (16)

#### SITSA 1998-99

- **(GREEN, BLUE)** PIM Concerns: Lack of faculty accountability; lack of diversity on campus on campus; few international students this year (1)

#### SITSA 2003

- SITSA Reps put a “Diversity needs Assessment” survey out to students. The results of this survey remain unknown. SITSA claims that there was not a enough student participation to gauge the student body. (2)

#### SITSA 2004

- They appear to have created a Diversity initiatives Fund with the help of the SIT Diversity Coordinator and SITSA Reps.

### **Comprehensive Institutional Memory Report PIM 69**

#### PIM 69 Comprehensive Institutional History: SIT

- (BLUE) Our primary goal is to not only revive a Diversity Accountability Committee and the Diversity Coordinator position, but to identify mechanisms that can ensure the sustainability of these structural supports (Back of Front page).
- The diversity accountability committee and a diversity coordinator would ensure that all students have a comfortable place in the structure of SIT to raise issues of discrimination, marginalization, and underrepresentation in curriculum (Back of front page).
- Immediate low cost options until a permanent position may be created in the near future: open a capstone practicum position. A fellowship. Re-open student advocate position.
- Strengths to note: (1-10)
  - Diversity in principles
  - Written mission of valuing unity in diversity
  - Group work (sometimes)
  - Diverse educational resources
- Weakness to note (1-13):
  - No representation in admissions
  - Lack of support from world learning administration in issue of more inclusion and diversity
  - Lack of diversity on board
  - Top-down admin structure of WL – we don’t practice what we preach
  - No transparency
  - Poor lines of communication between admin. And students
  - Lack of recruitment of students of color
  - Marketing school as a utopia (1 of 13)
  - Institution is not truly committed to dealing with white supremacy and dismantling racism (2 of 13)
  - Why does SIT not have the institutional structure the culture and the history for new students?
  - PROFIT over people
  - Uses multicultural images to market the school while using euro-centric curricula
  - That the institution is actually the same of as the world outside
  - Weak link in the institutional departments (study abroad, SIT, IDP, DC)
  - No continuity between students from year to year (2 of 13)
  - Too much burden on international students to “teach: other students about racism (3 of 13)
  - Emphasis on saving the third world through development (according to the US).
  - Some faculty members avoiding the topic/experience of racism and classism
  - Faculty limiting/restricting class conversations

- Non US/Faculty of color. Many examples of racist professors
  - No Latino faculty
  - No MAT faculty of color
  - Teachers do not seem to act as strong facilitators during heated discussions in class (4 of 13).
  - Racism by students by faculty
  - Classism toward middle-upper class students
  - Little study on real cases, but focus more on theories
  - Sexual orientation and gender are not regular aspects of curriculum
  - IE only focuses on study abroad lack of social justice focus in certain classes (6 of 13).
  - There is a particular type of diversity that is valued, not real diversity but exoticism (8 of 13).
  - Very little connection to the Brattleboro community and challenge locally (poverty, racism, homelessness) (10 of 13).
  - I've been and my ideas dismissed because I am white and therefore couldn't be effective in a non-western context.
  - Students are on so many different pages and lack of effort to talk and grow from one another about "unspoken."
  - Exercise for white students and staff to acknowledge their own attitude of racism
  - No "safe space" identified (12 of 13).
  - Not touching on many issues like race
  - Dialogue is not encouraged promoted about racism (secret underbelly).
  - White supremacy
  - SIT suffers from amnesia) re: its history of not being inclusive, classist, racist) (13 of 13).
- [Year 2006-07 created a Diversity Plan included in this report](#)

1. **A focus on student intellectual and social development. Academically, it means offering the best possible course of study for the context in which the education is offered.**
2. **A purposeful development and utilization of organizational resources to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development.**
3. **Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.**
4. **A welcoming community that engages all of its diversity in the service of student and organizational learning.**

### **RED – A Focus on Student Intellectual and Social Development**

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1. **(RED) (GREEN)** SIT Students live and work all over the globe, it is important that student's preparation extend to the African diaspora (2)
2. **(RED)** Members of the student body (both white and of color) expressed a desire for more instruction as to how diversity related to their areas of study (3)
3. **(RED)** Many students did not understand how clean water and sharing of the Earth's resources did not involve issues of diversity, as most third world countries are inhabited by people of color (3)
4. **(RED)** The desire to discuss race at predominately white institutions of higher learning extends beyond Black students (13)
5. **(RED)** 87% of domestic Black students felt that their racial/ethnic group was adequately represented within the curriculum (36).
6. **(RED)** Yet, when giving their interpretations of the SIT mission statement, they all felt it was a good mission. Some said that they could not witness it at all when in the curriculum or academic practices at SIT (13)
7. **(RED)** Students who came to SIT because the mission fit their personal philosophy of education were not looking for "intellectual rigor" in a traditional sense. Those students who were looking or the rigor found that they could not be themselves while at SIT (29).
8. **(RED)** As a part of this process, there has been exploration on what kinds of roles students can play in advocating more diversity.
9. **(RED)** The task force is working to educate the student body on issues of diversity and how increased diversity in the student body and faculty can have a positive impact on the community and kinds of issues discussed in class.
10. **(RED)** Some minority candidates may feel reluctant to make such a large commitment of time and money without assurance that SIT's programs can, in fact, meet their needs (2).
11. **(RED)** We treat diversity as something is "out there," "not recognizing it as a force in our midst, and part of our present, as well as our future reality (3). We single out "diverse" people, i.e. U.S. American with minority and/or international students asking them to represent a "different" viewpoint, assuming that all others will espouse perspectives similar to those of the other "dominate" (3).
12. **(RED)** We fail to recognize and follow thought on critical incensements of interpersonal difference, passing them off as personality conflicts, or simply as difficult situation to be ignored and quickly forgotten (3).

13. **(RED)** Mats are looking for diversity training to gain tools for engaging tough conversations (3)
14. **(RED)** White Ally Training: Stacy, Koni, AM Chris, and Andie will be hosting a three part series on coming a White ally. First, a dialogue session on white privilege. Then a training around skills for being an ally. And finally, a follow-up dialogue session (3).
  - a. **(RED)** Social Identity extension is a coalition of students (members of SIT community) dedicated to creating a safe environment where diversity is;/ differences are values and appreciated. We are committed to open dialogue, learning and exploration surrounding issues of diversity, and making a positive impact on/advocating for change within our community through education, personal development, and leadership development (ally) in cooperation with the student body, faculty, and staff (13).
15. **(RED)** The problem lies in what is not being seen. The target group sees and experiences injustices and the dominant group claims it is not happening because it is not visible to them (5).
16. **(RED)** We are missing one of the most valuable, if not the most valuable, components of our education – placing positive value on identity differences. The need to look at yourself before you can deal with these issues on a grander scale has not been effectively reinforced by the SIT curriculum (5)
17. **(RED)** Why must it be up to people of color and other target groups in terms of religion, sexual orientation, nationality, and others to “push diversity” on everyone else? (5)
18. **(RED)** Currently, diversity efforts are not being allowed to build on previous years efforts. Every year the old problems are being rediscovered. A common vision for diversity should be cultivated during orientation and integrated into the SIT experience) 6).
19. **(RED)** Diversity begins with who comes to SIT. Tension has built up this year and has been spilling out over the past few months around inclusion and exclusion. (7).
20. **(RED)** African American students have seen privilege play out on campus in ways that are seemingly invisible to those who benefit from it. And when these African Americans take initiatives to effect change, they have been seen as troublemakers (7).
21. **(RED)** SIT is known to recruit internationally for students. But what are its strategies for recruiting nationally to get a domestic student population representative of the U.S. population> (7)
22. **(RED)** Faculty & Staff Diversity Sensitivity Training : RJA has collaborated with other voices on campus to challenge administration to make sure everyone from RAs to adjunct faculty receive diversity sensitivity training--both incoming new staff and returning staff as part of their professional development to make sure this campus is a safe environment for all. This has been promised by the Dean and the Provost.

## **BLUE: A purposeful development and utilization of organizational resources to enhance student learning.**

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1. **(BLUE)** SIT Asseverates that they value diversity and prepare students to be salient intercultural leaders up graduation. There must be a way to listen intently, even when inaudible works are spoken. It is here that institution prodromes may be revealed (4)
2. Is there an unfathomable chasm dividing SIT intentions and Black Students realities? (4)
3. **(BLUE)** **(RED)** By whom are African American SIT students mentored? (4)
4. Another factor in Black students being unable to cope with racial experiences is lack of diversity among the faculty and staff (11)
5. **(BLUE)** The combine’s analysis of both domestic and international Black students reveal disappointments in the sparseness of domestic Black faculty at SIT (29).

6. (BLUE) 100% of international Black students on campus found a mentor. They rated their personal relationship with international faculty of color the highest, followed by domestic Black faculty. 57.1% of domestic Black students found a mentor, 42.9% did not (40).
7. (BLUE) 66.7 % of domestic Black students saw evidence that SIT was working to maintain racial barriers (45).
8. (BLUE) 33.3% of the domestic Black population felt that SIT was working to break down racial barriers (45). Historically
9. (BLUE) One recommendation would be to look into how SIT might better support domestic Black students (51).
10. (BLUE) Another recommendation is SIT to create proactive programs to promote inclusion unconscious exclusion begins (53).
11. (BLUE) A final recommendation is for the entire faculty and staff at SIT to attend mandatory diversity training with an outside vendor each year. This training should include self-examination of racial/ethnic biases, how to address the racial subtleties that affect students within the classroom or at work, and how to positively incorporate racial and ethnic based material within the curriculum (53).
12. (BLUE) I am recommending that we begin a process of close cooperation with Howard University in Washington, D.C. which has a very large foreign student's population, and many programs in international relations. (2)
13. (BLUE) One of our major objectives has been to create a dialogue between themselves and members of the administration with the goal of together developing better strategies for recruitment or minority students (1)
14. (BLUE) Recording their progress so that next year's students will be able to continue where they ended (1)
15. (BLUE) If SIT truly values cultural diversity, much stronger efforts must be made to seek out candidates from a wider range of cultural, linguistic and socio-economic backgrounds (1)
16. (BLUE) Such recruitment efforts might include outreach programs to teachers working in urban setting in the United States. There are many teachers of color teaching ESL and/or foreign language in public schools, community colleges and grassroots organizations (1)
17. (BLUE) In the MAT program, there has been a tendency in the past to privilege program graduates and part-time faculty when full time positions become available (1)
18. (BLUE) Such a policy virtually guarantees that the faculty will remain homogenous (1).
19. We are aware that such recruitment efforts may take time to yield tangible results. In the meantime, the school should actively seek out adjunct faculty, individual course teachers, guest speakers, and worship leaders from a wider range of cultural, linguistic and socio-economic backgrounds (1).
20. (BLUE) Significant financial aid will be necessary in order to attract a broader range of students. Acquiring the necessary resources for a realistic financial aid program would require concerted fund-raising efforts that, to date, appear not to have been made (2).
21. (BLUE) We were surprised to learn that SIT lacks its own development office – a situation unheard of in an institution of higher education (2).
22. (BLUE) One practical way of reaching out to a broader range of prospective MAT candidates would be to sponsor special workshops or intensives for teachers working in the public schools (2).
23. (BLUE) Virtually every member of the SMAT program has expressed the opinion that the programs culture courses need to be radically re-designed. Many of us feel that these courses have not effectively addressed the lever of diversity exists within the SMAT program (2).
24. (BLUE) It is of vital necessity that SIT makes an institutional commitment to pursuing serious work in the area of diversity (3).

25. (BLUE) To establish task force a recognized campus organization and prepare next year's group by providing them with as much information as possible about what we have accomplished and what foresee might be useful and appropriate in meeting our aims (1)
26. (BLUE) To create a diversity intern position in the admission department (11)
27. To create awareness of diversity on campus by promoting speakers, panel, art, and social justice festival (11).
28. (BLUE) A. Meet with admissions department chair to establish a working relationship. B. Document current and past admission office recruitment efforts. C. encourage alumni to donate moment ear marked for diversity scholarship. E encourage (MAT WIP, PIM) to donate a portion of their group fund money to diversity scholarship fund. F. Advocate for the establishment of a diversity intern position. (12).
29. (BLUE) The committee also talked with him about the possibility of a diversity scholarship being included in a capital campaign (13).
30. (BLUE) Ways were discussed about how we could enhance the statement such as improving support for international students, via separate orientations and/or students provided with conversation partners. Ways and ideas that could help international students cope with rigors of the programs on campus (57).
31. (BLUE) General Diversity Competencies for all employees (1)
  - a. 1. Have a shared of diversity and related world learning policies
  - b. 2. Identify their own self-identity and their relationship to others
  - c. 3. Identity behaviors of being an ally and in of inclusion and explain how to implement those behaviors in the workplace and classroom
  - d. 4. Develop conflict resolution skills in the work and learning environment
  - e. 5. Develop skills to foster a work and learning environment where different communication and learning styles are respected and utilized
  - f. 6. Create and maintain effective multicultural teams
32. (BLUE) Function job group diversity competencies' (1)
  - a. Explain and utilize world learning policies and practices that reflect good faith efforts to recruit, hire, train, and promote the most talented individuals available from all backgrounds
  - b. Develop coaching skills to help advise women and minorities
  - c. Understand which protected classes require reasonable accommodations and identify ways to make reasonable accommodations
  - d. Identify how to best maximize the potential of all employees and of diverse work-teams to develop a high performing organization
  - e. Explain the benefits of diversity and how to integrate diversity into strategic planning and budgeting
  - f. Develop skills to manage harassment complaints and intercultural conflicts
  - g. Attend (and encourage all staff to attend) diversity-related trainings and education programs, and apply learning to the workplace
33. (BLUE) Concerted efforts are needed to work with special needs students so that we do not lose them during the application process or due to visa and other issues. The proposed addition of a new SIT staff position to deal with "Sponsored students" will help address this need. (5).
34. (BLUE) Action plan: to further develop affinity groups by increasing frequency of communication via email and expanding the mailing of recruitment information to EIL and SIT study abroad alumni. To recruit Affinity group members from current student body. To coordinate affinity groups efforts with similar on-campus groups. With admission, discuss how the alumni admissions volunteer

program can best serve diversity goals. With PDRC, strategizes how the SIT mentoring program can best serve diversity goals (24)

- a. (blue) Departmentalization has been occurring as the school divides and subdivides (21)  
There is constant commentary on how things should not be done in the world, but no real solution or alternatives on things could be done differently (21)
35. (BLUE) Can data be compiled to present a picture of racial and national diversity of next year's class?
36. (BLUE) Change in personnel and Programs; Lapse in Diversity plan oversight since resignation of Melissa Scheid Frantz, program manager for Diversity and Affirmative Action in Human Resources Department in October 2001 (1)
37. (BLUE) Lack of cohesion across departments; Need for more integration between curricula and co-curricular activities to successfully build a learning community (1).
38. (BLUE) Senior management; Lack of interest by senior management and board of trustees in using Diversity plan and Diversity Vision Statement as roadmap (1).
39. (BLUE) Communication & Coordination; Lack of coordination with Diversity Coordinator to assist faculty to assist faculty with challenges of working with SIT's diverse student population, despite SIT self-study statement of expected collaboration by Diversity Coordinator and DSLM associate Dean (2)
  - a. (BLUE) Lack of Diverse Faculty/Staff; Faculty or PIM and MAT do not have full-time African American or other US born person of color which becomes deficit in attracting US students of color (2) Need person from underrepresented group to join admissions counselors who recruit students. Lack in progress in increasing numbers of African Americans on staff (2)
40. (BLUE) SIT's Center for intercultural programs furthers SIT's commitment to creating an environment rich in the diversity of people and points of view. Its goals are to build and maintain a diverse campus community to provide courses and programs in language and culture designed to meet the needs of SIT students (1)
41. (BLUE) Racial Justice in the Curriculum: Members of RJA have been in dialogue with faculty and administration about the additions needed in the curriculum (website)
42. (BLUE) Institutional Memory: Additionally, community meetings are ongoing with the administration to create permanent practicum positions to possibly address this issue formally. The internship positions created this year are as follows: diversity, alumni engagement, & sustainability.
  - a. (BLUE) Diversity Officer Hiring Process Meg and Adj relayed their experience of interacting with the hiring process for the Diversity Officer. Adj and Meg noted that in meeting them the diversity candidate met with two white female domestic students in IE. There was little coordination to ensure that a diverse student population would be in attendance. The staff person from DC who was supposed to be conference calling in did not materialize. The staff working with her after the meeting did not know where she was to go next they had to call 4 different people to find out. SITSA was informed of the opportunity a week before the interview. The PIM 74's thought that they would be more a part of the hiring process. They did not feel this way when they were presented with the one and only candidate that would be interviewed for the position.
  - b. (BLUE) Purpose of the Community Meeting was to be in conjunction with the Social Justices Series co-curricular program to connect community with social justice issues looking at different identities, identity expression, and intersectionality broad idea of the community meeting time was to bring everyone together to share the spirit of that series. Address what the community needs from each other. However, first community

meeting became more towards students vs administration Addressing communications issues...etc

43. (BLUE) The position paper was discussed. Questions and concerns were voiced about continuity and administrative accountability. SITA is attempting to systematize and administrative accountability. SITSA is attempting to systematize mechanism for administrative accountability to the student body by synthesizing various program perspectives on various topics, eg.- housing, diversity, programming, policy (investment), accountability, institutional memory (2)
  - a. (BLUE) As many of you know, world learning senior management, in collaboration with the people of color support group, has recently developed a world learning diversity plan (to be finalized next week). This policy level plan focuses on increasing and supporting diversity within the organization. The plan will guide senior management efforts to increase support racial, ethnic, and international diversity and will provide a framework for future efforts related to other important dimension of diversity (16)
  - b. (BLUE) One objective of the World Learning Diversity Plan is to create an Accountability Committee that will monitor and evaluate progress. The goals of the committee is: to ensure that there is continuity from year to year in implementing this proposal, that there are engaged representatives from the World Learning community who work for all forms of diversity. (16).
  - c. (Blue) The committee will have representation of students, faculty and staff (16)
44. (BLUE) Our primary goal is to not only revive a Diversity Accountability Committee and the Diversity Coordinator position, but to identify mechanisms that can ensure the sustainability of these structural supports (Back of Front page).

## **GREEN: Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise.**

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1. (GREEN) Domestic Black students thought about race relations at a slightly higher rate than their international counterparts prior to their arrival at SIT. 75% of domestic Black students has expectations, as opposed to 67% of international Black students (25).
2. (GREEN) In last place respectively were domestic White students and international white students, with whom domestic black students expected to relate least (26).
3. (GREEN) International Black students expected to relate to international Black students most.
4. Respectively, at of the scale were domestic Black students, international White students, and domestic students of color (non-black) (26).
5. Historical Background:
  - a. (GREEN) PIM56/MAT28 Hunger Strike
    - i. Imitative of 11 students members from the people of color support group, a list of twelve objectives were presented to the SIT administration. SIT racial, ethnic, and national diversity tin the student body, faculty, staff and curriculum was the subject of concerns. After two fats of negotiations the students and administration an impasse the administration did not meet the 48-hour timeline and the students along with other supporters commenced with a hunger strike in front of Boyce house that lasted two days. A significant portion of the student body chose not to graduate (1)

- b. (GREEN) PIM 60MAT 32 Lack of diversity of faculty
      - i. Students from the PIM 60 Class reported that they felt the PIM faculty did not reflect enough diversity, in terms of race and national origin. (1)
- 6. (GREEN) The PIM Department hired assistant teachers of color, offer a forum in which returning WIPs/PIMs can speak/present to the world learning community about their experiences in areas where they were a minority; front load diversity awareness/acceptance activities during SIT academic year orientation programs; form discussion groups with faculty, admin, staff, and students to talk over orientation experiences; utilize texts, photocopied readings, bibliographies, ext. that include non-western, non-euro-American (male-heterosexuals) material. Establish, TODAY, a free writing board in the ICC foyer allowing anyone and everyone to post a written expression; Mandate diverse, intercultural working environments by requiring that one's ICC conversation partner be, at a minimum, of a different racial and/or ethnic background, establish a sister school relationship with the school of social justice at UMAS; expand the number and quality of team building activities, look at world learning as a whole of our beliefs, and force Board of Trustees awareness as to expansion of quantity, without increases in quality (pg 6-9).

### **PURPLE: A welcoming community that engages all of its diversity in the service of student and organizational learning.**

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1. (PURPLE) Soon after this realization, a series of events the researcher would describe as racist unfold. This was particularly disheartening because the schools mission is to prepare students to be intercultural effective leaders (2)
2. (PURPLE) As the year progressed, the researcher began to speak to with other domestic black students. He found that most has similar feelings racism experienced on campus (3)
3. (PURPLE) The preponderance of domestic Black students perceived racism or race-based discrimination at SIT. An even greater percentage felt that they were racially discriminated against (37).
4. (PURPLE) The discrimination usually occurred with domestic white students as the perpetrators and both domestic Black and domestic students of color (non-Black) as the recipients (100%) each (38).
5. (PURPLE) The international Black students perceived the campus climate as far less racist than domestic Black students. 66.7% of international Black students did not see peer to peer racism on campus at all (39-39).
6. (PURPLE) 71.4% of domestic Black students did not see faculty to student racism on campus (39).
7. (PURPLE) Of the 28.6% of students who experienced or saw faculty to student racism on campus, they felt the perpetrators were domestic white faculty and the recipients were domestic and international Black students and were as domestic and international students of color (non-Black) (39).
8. (PURPLE) Participants felt neglected when they first came to arrive to campus. (14)

9. **(PURPLE)** SIT's lack of faculty of color constitutes a major obstacle to fulfillment of the school's states mission. While the difficulty of finding qualified candidates of color who are willing to relocate to Vermont is often cited, this is not a valid excuse for inaction (1).
10. **(PURPLE)** The Task Force's focused on Diversity Week, inviting guest speakers, holding monthly forums, networking with other universities and their student's clubs (Black Student Union, Asian Students Association, and ext.).
11. **(PURPLE)** There has also been tension in the classrooms between faculty and students and incidents between students and staff as well.

## MORE THAN ONE AREA

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1. **(GREEN, RED)** PIM 62/MAT 34 Connections Report
  - i. During 2002-03, students became concerned about the way in which many dimensions of diversity were discussed or managed on campus. Major issues included: The lack of critical discussion about aspects of diversity, the lack of support from a designated staff member, no mechanism for offering feedback to students, faculty or staff about issues of diversity, pre-arrival preparation for students, and recruitment of a diverse student body, faculty and staff. (2)
2. **(RED) (BLUE)** Many predominantly white institutions have shifted focus to deal with overt racism while ignoring new-racism (17).
3. **(RED)** Community Participation in Diversity Events: Small attendance by staff/faculty at student diversity events and lack of encouragement for students to attend (2).
  - i. **(GREEN, RED)** PIM 62/MAT 34 Connections Report
  - ii. During 2002-03, students became concerned about the way in which many dimensions of diversity were discussed or managed on campus. Major issues included: The lack of critical discussion about aspects of diversity, the lack of support from a designated staff member, no mechanism for offering feedback to students, faculty or staff about issues of diversity, pre-arrival preparation for students, and recruitment of a diverse student body, faculty and staff. (2)
4. **(RED) (BLUE)** Many predominantly white institutions have shifted focus to deal with overt racism while ignoring new-racism (17).
5. **(RED) (GREEN)** SIT Students live and work all over the globe, it is important that student's preparation extend to the African diaspora (2)
6. **(RED) (BLUE)** Many predominantly white institutions have shifted focus to deal with overt racism while ignoring new-racism (17).
7. **(PURPLE, BLUE)** Student Complaints
  - a. Despite student efforts in 2003 (connections) and in 2005 (SITAS), PIM faculty been seen as resistant to changes because of "academic freedom," "against orthodoxy," "we have already had some training years back," "diversity is the only issue here." (2)
  - b. Limited financial support for people of color which limits access to expensive program (2)
  - c. Limited financial support for international students, plus work restriction on them during capstone phase: legally, they can only work part-time at SIT and there are few such part-time and short-term positions available (2)

- d. Inadequate budget to bring outside speakers who are members of underrepresented groups to make up deficit in faculty and to prove role model for students of color (2)
8. (RED, BLUE, GREEN) Faculty are addressing our feedback from first semester and considerations are ongoing to add elements of courses such as social identity, social justice, racial justice, & conflict and identity to possibly Foundations I and/or Foundations II. We are asking that racial justice be infused throughout the SIT curriculum.
9. (RED, BLUE) RJA has been one of the front runners in pressuring administration about the lack of memory. This is one of the biggest challenges the graduate institute faces. This website, the google drive, and student contact information aim to partially address this.
10. (BLUE, GREEN) At the beginning of the PIM-48 program, several expressed their concern over the lack of multicultural diversity within the student body, faculty, and administration of SIT. Upon further investigation, it was learned that this problem extends to the Board of Directors, and has been an issue on campus for nearly two decades. Despite repeated concerns voiced by students, no overt action has been taken by the administration towards increasing the international and multicultural elements of EIL. SIT, I is felt that there exists the need to increase the cultural diversity of students, faculty and staff. (6)
11. (GREEN, BLUE) PIM Concerns: Lack of faculty accountability; lack of diversity on campus on campus; few international students this year (1)