

CONNECTICUT ADVISORY COMMITTEE

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Meet.
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In Re: FORUM ON CAMPUS TENSIONS

Date: April 27, 1992

Place: UConn Health Center
Keller Auditorium
263 Farmington Avenue
Farmington, Connecticut

COPY

COMMITTEE MEMBERS:

Dr. Ivor J. Echols, Chairman
Mr. Mario Sanabria, Moderator
Ms. Rosalind Berman
Ms. Margery Gross
Prof. Paul Bock
Dr. Neil Macy
Mr. Walter L. Benjamin
Dr. Lou Bertha McKenzie-Wharton
Prof. James H. Stewart
Ms. Mikki Aganstata
Mr. Patrick J. Johnson, Jr.
Ms. Le Lien Smith

Appearances:

Dr. Harry J. Hartley
Dr. Andrew G. DeRocco
Mr. David M. Silver
Mr. Robert Leikind
Mr. Thomas J. Hibino
Mr. Shariq Chhapra
Mr. Steven H. Schneider
Mr. Peter Y. Wan
Ms. Marcia Kaiser
Ms. Yvette Martinez
Mr. Christopher P. Long
Dr. Archie Savage
Ms. Thomasina Clemons
Dr. Isnoel M. Rios
Dr. T.C. Ting
Dr. Angela Terry
Dr. Gary King, Phd.
Dr. Julio Morales
Dr. Peter Luh
Prof. Ronald L. Taylor
Dr. Donald Spivey
Mr. David Fine
Mr. John Yoo

APPEARANCES CONTINUED

Ms. Nadine Finigan
Ms. Lucinda Mendez
Mr. Rick McLellan
Dr. William Adams
Dr. Janina Montero
Prof. J. James Donady
Prof. Robert S. Steele

Vincent Delaria
Reporter

(The forum commenced at 9:00 a.m.)

THE CHAIRMAN: Good morning, ladies and gentlemen. My name is Ivor J. Echols. I'm Chairperson of the Connecticut State Advisory Committee to the U.S. Commission on Civil Rights. As you may know, there are fifty such advisory committees, whose role is to gather, provide and disseminate information on civil rights, channeling to and from the U.S. Commission. Our committee provides an important vehicle for communicating the concerns and status of a wide variety of issues affecting the welfare of the entire population of the country, and Connecticut in particular.

The composition of the Connecticut SAC, as they're called, is by law and the intent, diverse in racial, ethnic, gender, politics and other dimensions of background and experience.

The U.S. Commission on Civil Rights is similarly diverse in its membership of eight persons.

Before I conclude these remarks, I shall introduce the Connecticut SAC members, among whom there are six appointees who assume positions in January 1992.

Let me tell you briefly about our forum today, on racial, religious tensions and solutions. The proposal to study campus tensions began in an exploration by members of their concerns about a number of issues. Each issue was

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1 presented originally with a member stating why it was
2 important, and was discussed by the entire committee. After
3 a round of verbal discussions in one meeting, the members
4 were encouraged to submit their written proposals for
5 (inaudible) evaluation of the U.S. Commission and its staff.
6 In May 1990, the proposal for our forum received approval
7 for our implementation. By coincidence of interest and
8 priorities, two other states in the New England region also
9 proposed similar studies. Thus, Massachusetts, Vermont and
10 today, Connecticut launched plans for forums to be similar
11 in content. It was my good fortune and opportunity to
12 attend the Massachusetts symposium as an observer.

13 Today the participating students, administrators
14 and faculty members, and any others who have agreed to share
15 their experiences with us, are here because they were
16 invited to do so. They were invited from two universities
17 because the wealth of numbers of educational institutions in
18 our state precluded a more extensive sampling in the one-day
19 exploration which is available. And I might mention, that
20 the constraints on us are those of time, money and staff
21 resources, which can be allocated.

22 We are, therefore, sincerely grateful to all who
23 will appear and to all others who have already, or will in
24 the future, submit written statements on their perceptions
25 of the racial/religious tensions which we seek to address.

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1 Our goal for this day is to learn what problems of racial
2 and religious prejudice made this; how tensions are
3 manifested through incidents which panelists may have
4 experienced. It is our hope to learn how harmony may have
5 been promoted and to communicate about solutions that may
6 have begun or may be planned for the future.

7 The report, which will be compiled on the
8 findings, will be drafted with SAC's approval. It may be
9 enhanced by your written statements, if they are prepared
10 and submitted to the Eastern Regional Division of the U.S.
11 Civil Rights Office by May 15, 1992.

12 May I express the Committee's gratitude to all
13 participants today and special thanks to the State
14 Commission on Human Rights and Opportunities and to the
15 State Board of Higher Education, for their cooperation with
16 mailings and contacts.

17 We further express appreciation to our host
18 setting, the University of Connecticut Health Center, and
19 always, to our old staff and colleague, Tino Calabria for
20 coordinating this effort.

21 And now, in alphabetical order, I would like to
22 present the members of the Connecticut Advisory Committee.
23 I will simply call their names without giving you background
24 information. Ms. Mikki Aganstata. Would you stand, please?
25 Mr. Walter Benjamin, Professor Paul Bock, Ms. Rosalind

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1 Berman, Ms. Margery Gross, Mr. Patrick Johnson, Dr. Neil
2 Macy, Ms. Le Lien Smith, Dr. Lou Bertha McKenzie-Wharton,
3 Professor James Stewart, and the person who will moderate
4 our discussions today, Mr. Mario Sanabria.

5 I will now turn the meeting over to Mr. Sanabria.

6 MR. SANABRIA: Thank you, Dr. Echols. And I
7 believe that Dr. Harry Hartley, the President of the
8 University of Connecticut at Storrs, has an opening comment
9 for us.

10 DR. HARTLEY: Let me begin by thanking the U.S.
11 Civil Rights Commission and the staff, especially Tino
12 Calabria, for planning this timely forum with the Connecticut
13 Advisory Committee.

14 In the past several years, the UConn community has
15 dealt with some of the issues that will be discussed today.
16 For those of you not familiar with UConn, I might add, that
17 we are a large, complex and diverse institution. In your
18 program, it has me listed as the President of the University
19 of Connecticut at Storrs. That's one of nine campuses.
20 Unfortunately, I'm the President of the other eight,
21 including the Health Center as well, or fortunately, for
22 those in the Health Center. But we are a large -- we have
23 nine campuses. We have twenty-five thousand students. We
24 have eight thousand staff. Unfortunately, that number's
25 been dropping for Connecticut's fiscal problems, and ninety

1 thousand alumni, including sixty thousand alumni living in
2 the state of Connecticut.

3 We at the University of Connecticut are most
4 pleased to be the host site for today's forum, which focuses
5 on racial and religious tensions and solutions related to
6 colleges and universities in Connecticut.

7 At UConn, we are firmly committed to fostering a
8 multi-cultural climate, where people of diverse backgrounds
9 and interests can learn, create and contribute. To that
10 end, we are in the process currently of appointing a new
11 associate provost, who will have the primary responsibility
12 for multi-cultural programs and for fostering a
13 multi-cultural climate within the university, partly the
14 result of a major report by committee, headed by Professor
15 Ron Taylor, who will be talking with you later today.

16 Some current activities; we have begun the
17 development of an Asian American Cultural Center for the
18 Storrs campus. We have also begun an Asian Studies Program,
19 for which you are increased the base funding under the
20 leadership of the provost. We have committed new staff for
21 a minority engineering program, and are presently searching
22 for a director. We have worked with the committee to create
23 an institute for Puerto Rican and Latino studies, for which
24 we have committed faculty positions. A search is currently
25 in progress for the first director. And we have created an

1 institute for African American studies, for which we have
2 also committed space, funding and six positions and
3 appointed Don Spivey, who is with us today as the first
4 Director of the Institute for African American Studies.

5 But with these, and even many other activities and
6 initiatives that we have undertaken, I, as President, am not
7 satisfied that enough has been done. Part of my concern is
8 that there are those on our campuses who do not believe that
9 the kinds of issues dealt with by the U.S. Civil Rights
10 Commission are of importance to them. There must be a clear
11 understanding that bigotry directed toward anyone, based on
12 race, religion, physical abilities, ethnicity, gender, age,
13 or sexual orientation should be appalling to everyone, not
14 only to those who are the victim of the act. We must all be
15 alarmed when these things occur.

16 I am reminded, in conclusion, of the words of
17 Martin Luther King, as he wrote them from the Birmingham
18 jail that, "Injustice anywhere is a threat to justice
19 everywhere."

20 To the members today, to our visitors, friends
21 from Wesleyan, I thank you, and I look forward to staying
22 with you and to the productive results of today's forum.
23 Thank you, very much.

24 MR. SANABRIA: Thank you, Dr. Hartley, and welcome
25 to everyone. As Dr. Echols mentioned, I will be moderating

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1 the forum for the Advisory Committee today.

2 We expect to hear from about three dozen guest
3 panelists, and, as time allows, from the audience, also.
4 Any panelist with a prepared statement should submit a copy
5 to the staff or to the recorder, who is sitting in the
6 front. It will be carefully considered for use in our
7 published report. If you would summarize your statements,
8 perhaps respond to something prior panelists may have said,
9 or leave more time for discussion, that would be most
10 helpful. Keeping all comments sharply focused will move the
11 forum along. You will also help us to meet our legal
12 obligation by refraining from defaming or degrading any
13 individual, whether present or not, in your remarks.

14 I should note, too, that all panelists are here
15 voluntarily offering their comments. I would also comment
16 that our number one objective is to be here to listen today.
17 The proceedings are being transcribed and the transcript
18 will be maintained in a Washington office of our staff in
19 accordance with the Privacy Act. The media was also
20 invited, but any panelist or other speaker retains the right
21 not to be photographed while addressing us today. Should
22 you wish to exercise that right, please inform our staff so
23 that we may accommodate that request.

24 For background, let me note that the eight
25 Commissioners who head up our parent agency in Washington

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1 just launched a three-year national project to review the
2 status of bias-related tensions in several urban areas
3 around the country. In January, there were three days of
4 hearings focusing on problems encountered by the Latino
5 community of Washington, D.C. Next month, again in
6 Washington, the Commissioners will hear from experts around
7 the country, then, in June, move on to Chicago, and after
8 that to other cities.

9 Meanwhile, this Committee and our other
10 counterparts in Massachusetts and Vermont began this review
11 of possible tensions affecting New England universities and
12 colleges and ways of combating any problems that may have
13 risen, which Dr. Echols referred to. In fact, in September,
14 Dr. Echols attended the forum involving panelists from the
15 University of Massachusetts at Amherst and Smith College.
16 In February, the Vermont Advisory Committee heard panelists
17 from the University of Vermont in Burlington and Middlebury
18 College.

19 These forums engaged large public universities as
20 well as private selective colleges. Likewise, we have come
21 to hear students, administrators, faculty, staff, and others
22 about the situation at the University of Connecticut and at
23 the smaller, national liberal arts school, Wesleyan
24 University in Middletown.

25 Of course, we may hear about the problems that

1 afflict members of racial or religious minority groups, as
2 we discussed in the other states. But we are eager to learn
3 about current programs or policies intended to combat campus
4 intolerance as all of us search for solutions in the '90's.

5 Now, let me emphasize that as the eyes and ears of
6 the Commission in our home state, our first duty is to
7 listen. From the experience gained in Massachusetts and
8 Vermont, we know that students may have perspectives that
9 differ from the perspectives of many of the administrators
10 at their schools. We imagine that some faculty members may
11 share the general view of students, while other faculty
12 members may be more inclined to agree with the
13 administrators. Of course, as we learned in both
14 Massachusetts and Vermont, a few administrators may agree
15 with their fellow administrators, also.

16 In any case, our job is to hear and consider all
17 sides of any issue. If we fail to understand a statement,
18 we shall ask for clarification. So, if we ask a question,
19 please do not feel that you are under some type of
20 cross-examination. This is not an adversarial process.

21 We may eventually come to our own general
22 conclusions about what we will have heard today. And if it
23 seems that we continue to misunderstand something you may
24 have said when you read the draft of our report, you will
25 have a chance to say so before we complete and publish our

1 report.

2 Now, at this time, if Commissioner Andrew De Rocco
3 from the Connecticut Board of Governors of Higher Education
4 is with us, we can start our process of the forum.

5 Dr. De Rocco?

6 DR. De ROCCO: Good morning, and thank you for an
7 opportunity to be with you. I appreciate the importance of
8 this kind of an event, and I'm pleased for an opportunity to
9 present to you something of the history of the policy which
10 the Board of Governors of Higher Education adopted, with
11 respect to matters of harassment in the college and
12 university setting.

13 The Board of Governors for Higher Education, which
14 is the coordinating authority for all public and private
15 colleges and universities in the state of Connecticut, has,
16 since its inception in 1982, given priority to encouraging
17 diversity on the campus, that is, the diversity of race, of
18 gender, of age, of religious, of sexual orientation, of
19 disability, of lifestyle and, indeed, of opinion.

20 As a recent appointee as Commissioner, I join the
21 Board in the belief that it is these differences which
22 define the richness and the complexity of the human
23 landscape, and which are, therefore, essential ingredients
24 in any college environment in which people learn from one
25 another and with one another.

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1 The fact that higher education has been
2 increasingly successful in achieving diversity among those
3 students and staff has created both an opportunity and a
4 responsibility for meeting the issues of racism and
5 intolerance. It has also given colleges and universities an
6 uncommon challenge. In particular, to discover the means
7 for getting beyond what is noticeable and countable to those
8 fundamental issues which lie at the substance of racial
9 intolerance.

10 The Board actually created its policy regarding
11 acts of racism and intolerance in July of 1989. The impetus
12 of the policy was both the continuing belief that campuses
13 must be places where civility and equity prevail, and the
14 fact that there were reports then of a noticeable, if not
15 dramatic increase, in race-related incidents on college
16 campuses in all sections of the country between 1986 and
17 1989, including Connecticut, where a number of those
18 incidents had occurred on college and university campuses.
19 I will say to you parenthetically, it was not alone in
20 Connecticut where such activities occurred. During my own
21 presidency at another university in another state, a major
22 incident of this kind erupted on the college scene and led
23 to a deep and important kind of understanding of how these
24 issues manifest themselves.

25 The original policy statement considered by the

1 Board for adoption addressed acts of violence and harassment
2 directed at racial, religious, ethnic and cultural groups.
3 After the policy statement was circulated for review and
4 comment, the overwhelming recommendation received was that
5 of enlarging the scope of the statement to include other
6 groups. Hence, the policy that emerged and was adopted
7 expanded the protected categories to include gender, sexual
8 orientation and disabilities.

9 The Board action received considerable attention
10 in the media and editorial support, generally, across the
11 state, and was then reported to be one of the first of its
12 kind in the country. In adopting the policy, the Board
13 reaffirmed its commitment to diversity and pluralism by
14 acknowledging the worth of all persons within the higher
15 education community. It affirmed that all persons must be
16 able to pursue higher learning in an environment free of
17 acts of hatred and the threat of violence. The following
18 principles were set forth in the policy; that colleges and
19 universities have a duty to foster tolerance; the promotion
20 of racial, religious and ethnic pluralism within higher
21 education is a responsibility both of individuals and of the
22 higher education community in toto; that every person in
23 higher education -- in a higher education community should
24 be treated with dignity and assured security and equality;
25 that individuals may not exercise personal freedoms in ways

1 that invade or violate the rights of others; that acts of
2 violence and harassment reflecting bias, intolerance of
3 race, religion, gender, sexual orientation, disability,
4 ethnic or cultural origins, are unacceptable. Since these
5 acts are inconsistent with the teaching and values of higher
6 education, individuals who engage in such behaviors
7 contradict the ideals and normative standards of a civil
8 college environment.

9 Under the provisions of the policy, each
10 Connecticut college and university was required to develop
11 and submit to our board for its review the following plans
12 and procedures. First, the plan to promote pluralism, which
13 includes the identification and elimination of practices
14 counter to pluralism. Secondly, a statement condemning
15 racism, intolerance and other acts of hatred or violence
16 based on such differences. Third, a plan to inform the
17 campus community, including students, faculty and staff,
18 about the statement. Fourth, a plan to educate the campus
19 community about appropriate and inappropriate behaviors.
20 Such a plan should include activities intended to increase
21 sensitivity, awareness and to encourage the acceptance of
22 others. Fifth, a process to hear and resolve grievances
23 related to this policy in a timely fashion and one which
24 identifies remedies, imposes penalties, up to and including
25 suspension and expulsion.

1 Implementation is the next issue we need to be
2 aware of. The Board is still in the process of implementing
3 this policy, which also calls for the use of licensure and
4 accreditation reviews as a means to encourage progress
5 towards these goals, and also, for reporting of such
6 incidents as they occur on the various campuses.

7 Well, I think it's fair to say that the Board is
8 very encouraged by the progress which institutions have made
9 in creating individual policies and plans for the promotion
10 of pluralism. The Board may not be as comfortable with the
11 question of licensure and accreditation as an instrument for
12 fostering these ends, particularly in the face of those
13 recent federal concerns about the appropriateness of these
14 vehicles for enforcing minority and intolerance concerns.

15 Also, we need to have common definitions for
16 reporting incidents, those which at the same time maintain
17 confidentiality where appropriate, and yet, which coordinate
18 well with the new requirements for unified crime reports
19 that colleges will be obligated to file and share with their
20 campus constituencies annually, alternative requirements
21 coming out of state legislation.

22 What I can assure you of is this; that this policy
23 and the Board's broader efforts to support access, diversity
24 and equity, such concerns will not diminish. Though we hope
25 we will, with your help, continue to learn how better to

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1 meet these goals. Our common need for a society that
2 celebrates its differences, even as it confirms its common
3 good, is much too great to let such a thing occur.

4 And let me close with one or two observations
5 unrelated to my written remarks. The first is that
6 incidents of racism and intolerance on college campuses are
7 often taken as symptoms of some fundamental failing on the
8 part of our institutions. But I think we need to reflect
9 that absent our strong efforts to bring about a plural
10 environment in which to live and work, these incidents would
11 have had very little chance to occur at all. They are not
12 indications necessarily of our failure, they are in some
13 sense the consequence of our success. We have in fact
14 created environments within which there is now the potential
15 for dealing functionally and importantly with the deeper
16 causes that separate people, one from another, in their
17 spirit, in their habits and in their conduct. So, in some
18 odd sense, we are here today to discuss the success of the
19 system and to see how to promote that success even more
20 effectively.

21 The second observation I would make is one in the
22 nature of a question. And that is, have we yet discovered
23 the instrumentalities at institutions to do the fundamental
24 job, to get at the roots of bias, of hatred, of envy, of
25 invidious comparison. I wonder whether we have yet to

1 discover how best to do the job. We intended to create on
2 our campuses pockets of, if you will -- we have created
3 sanctuaries. It is not clear to me, that by promoting more
4 strongly the notion of individual sanctuaries, that we
5 confront people, one with another, in those ways which best
6 get to the heart of the difficulty. You will probably have
7 read in the most recent issue of the Chronicle of Higher
8 Education, a piece that appeared on the opinion page
9 entitled, "Colleges must find ways to eradicate racial
10 divisions," written by Arthur Krup (phonetic), who is the
11 head of an organization specifically intended for this
12 person, The People for an American Way, which is a
13 constitutional liberties organization that has in fact
14 examined on several college campuses how young people come
15 together over matters of racism. The notion that he brings
16 forward here is one that I would encourage us to think
17 about. We have before us a remarkable challenge, a
18 challenge to discover how having brought people together, we
19 now bring people together. I'm not sure I know how to do
20 that. And the Board and all of us in the education
21 community understand that we need to work with everyone to
22 understand better how to functionally improve the
23 circumstances for life on our colleges and universities.

24 Thanks for the chance to be with you.

25 MR. SANABRIA: Thank you, Dr. De Rocco. If you

1 don't mind, if I could just ask you a couple of questions of
2 clarification. I won't hold you long.

3 Recognizing that your comments indicate that there
4 may be some legal concern about how to implement your
5 policy, in general, have the schools under your governance
6 been complying with your policy statement and request to
7 submit reports or produce --

8 DR. De ROCCO: To the best of my knowledge, that's
9 true. The comments I made about the legality is that, as
10 you probably are aware, there have been challenges to the
11 Mid-Central States Association for employing diversity
12 issues as a part of their accreditation. I'm not sure
13 whether there will be federal legislation or federal
14 guidelines in this regard. We continue to believe at this
15 point, absent any indication of the contrary, that it ought
16 to be possible to indicate that colleges which failed to
17 comply will be held accountable.

18 MR. SANABRIA: And as a result of that process
19 then, in your accreditation and licensure procedures, you
20 are still examining the intent of your policy statement and
21 the fact that the reports by the university should be
22 produced?

23 DR. De ROCCO: I believe that's a fair statement.

24 MR. SANABRIA: Okay. And you made a comment in
25 your, for clarification, that reports shall be filed

1 periodically on the racial incidents on campuses. Is that
2 happening today?

3 DR. De ROCCO: That is.

4 MR. SANABRIA: So that we have an understanding.
5 Would those reports be made available for us to include in
6 our report, so that we can get an understanding about how
7 the Board of Governors and the administrations of those
8 schools are going about seeking ways to improve the --

9 DR. De ROCCO: They're a matter of public record
10 and all the content, which does not speak to the
11 confidentiality of unresolved issues, you're certainly
12 welcome.

13 MR. SANABRIA: Okay. Thank you, very much.

14 DR. De ROCCO: You're quite welcome.

15 MR. SANABRIA: The next part of our schedule is to
16 have an overview panel, and I will call the names and hope
17 that those people are here in attendance. Thomas J. Hibino,
18 Regional Director, Office for Civil Rights, U.S. Department
19 of Education; Dr. Grissel Benitez-Hodge, President of the
20 Connecticut Association of Latin Americans in Higher
21 Education; Robert Leikind, Director, Anti-Defamation League
22 of B'nai B'rith, Connecticut Office; Jeffrey T. Wilcox,
23 Board Secretary-Treasurer, International Association of
24 Campus Law Enforcement Administrators; and David M. Silver,
25 Director of the Hillel Foundation for Storrs.

1 I'd like to thank you for coming out. Do you have
2 prepared statements that you will leave with us?

3 MR. LEIKIND: I do not. I came in after the fact.

4 MR. HIBINO: I do.

5 MR. SANABRIA: All right. Why don't we start with
6 Mr. Hibino.

7 MR. HIBINO: Thank you and good morning. The
8 Office for Civil Rights is another federal civil rights
9 agency, and we're not really here in order to present you
10 with testimony as other witnesses will as the day
11 progresses, but instead, first of all, to apply the
12 commissions convening today Forum on Campus Tensions, we at
13 the Office for Civil Rights are also concerned with issues
14 related to campus tensions.

15 Our jurisdiction, under Title 6 of the Civil
16 Rights Act of 1964, specifically charges our agency with
17 enforcing the civil rights statutes and Title 6, which
18 prohibits discrimination on the base of race, color, and
19 national origin, by recipients of federal financial
20 assistance from the Department. Essentially, that means
21 that we have jurisdiction over virtually all of the colleges
22 and universities in, for our office, the six-state New
23 England region, under Title 6. Similarly, we enforce
24 legislation that prohibits discrimination on the basis of
25 sex and on the basis of handicap, as well.

1 We believe that the issue of racial harassment,
2 sexual harassment, are critical issues for us at this time,
3 for all of us, including our office. The Assistant
4 Secretary of the Office for Civil Rights, Michael Williams,
5 has specifically set forth racial and sexual harassment as
6 priority issues for the agency where we are responsible.
7 We're taking additional initiatives, as opposed to simply
8 reacting to issues as they arise in the region, for ensuring
9 that we do as an agency everything that we can to help
10 address this most important problem.

11 We often conduct our activity through
12 investigations of complaints that are filed with our office.
13 Essentially, we have the ability to respond to such
14 complaints by conducting investigations, by issuing findings
15 of discrimination or no discrimination where none is found,
16 and with the ultimate sanction that we can withhold federal
17 financial monies from the U.S. Department of Education to
18 particular institutions who fail to comply with the law that
19 we enforce.

20 While this is one tool available to us, we are
21 also interested in assisting colleges and universities
22 through voluntary means, through technical assistance to try
23 to ensure that the situations do not arise and reach the
24 point where complaints get filed and investigations take
25 place. The kinds of activities that Dr. De Rocco spoke of,

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1 in terms of institutions developing policies, developing
2 procedures to deal with incidents of racial harassment, are
3 the kinds of things where we too can assist each of the
4 institutions.

5 So essentially, we too are here today, similar to
6 the Commission, in order to listen to the institutions who
7 are here today, to find out what sorts of activities and
8 incidents are occurring on the campuses in our region today,
9 and to try to see whether we also can play a role in
10 addressing these tensions and ensuring that we are able to
11 truly reach the goal that we are all seeking, of bias-free,
12 diversified educational academic environments. Thank you.

13 MR. SANABRIA: Thank you. Thank you, very much.
14 Dr. Benitez-Hodge? Okay. Robert Leikind?

15 MR. LEIKIND: Good morning. Good morning, and
16 thank you for inviting me. I think this opportunity, as
17 Mr. Hibino, I think it's very important, and I appreciate
18 the opportunity to share my thoughts.

19 I would like to add just one small reservation
20 which is; while I recognize that it's impossible to invite
21 everybody here today who it would be valuable to have, I
22 think especially when we're talking about concerns of the
23 campus communities, having representatives of the gay and
24 lesbian community would have been particularly important,
25 where this is a community that is one of the most impacted

1 by the issue of prejudice on campus.

2 That having been said, let me step back and point
3 out that -- talk a little bit about what I think is the
4 larger perspective on these issues. America is going
5 through a demographic revolution today. And I think it's
6 important to take note of the archetype of what the average
7 American family is, is changing. We're no longer in the age
8 where we can look at Ozzie and Harriet, or for that matter,
9 the Cosby family, and say this is the average American
10 family. We're going through a period where changing
11 immigration patterns, changing birth rate patterns, are
12 leading to a redefinition of who the average American is,
13 and this is a very American process. It's a process that's
14 happened since the beginning of this country. It's
15 projected that by the year 2000, one-third of all Americans
16 will be non-white. Other projections say sometime after the
17 middle of the 21st century, the majority of Americans will
18 be non-white. By the year 2000, minorities will constitute
19 over fifty percent. Minorities, and I use the Census
20 Bureau's definition of minorities, in that sense, over fifty
21 percent, in fifty-three -- the population in fifty-three
22 major cities. Unofficial results of the 1990 census show
23 that there has been not only a massive demographic shift
24 going on, but the pace is accelerating. In the 1980 census,
25 roughly twenty percent of the population was counted as

1 minority. In the 1990 census, the unofficial results,
2 twenty-five percent was. And in demographic terms, that is,
3 to my understanding, the numbers might not sound dramatic,
4 but demographic changes usually happen in a glacial pattern.
5 This is a gallop, and in fact, double the change that
6 happened in the prior decade from 1970 to 1980. I'm mindful
7 of what Disraeli said, that there are three kinds of lies;
8 lies, damned lies and statistics. That having been said, I
9 think that the level of the data we're looking at is
10 consistent enough to say that something is happening, there
11 is a change, we as a nation are diversifying, and it would
12 be surprising if that trend didn't reach to our campuses as
13 well. In fact, the evidence that -- my reading has
14 indicated that in fact it has. Our campuses are
15 diversifying, they're not as diverse as the population
16 overall, but in fact, they are diversifying at a substantial
17 rate, and to a considerable extent, this reflects progress
18 that has been achieved over the last number of decades since
19 the beginning of the civil rights revolution, which is in
20 effect, opened the doors of the higher education to people
21 who prior would simply have no -- in earlier days -- would
22 have had no option to take -- receive a higher education.

23 On the other hand, there are other problems. We
24 see college campuses where vulcanization, to coin a phrase,
25 is, in some instances, becoming the norm, where -- and it's

1 defined by racial groups, religious groups, ethnic groups,
2 gender. Non-criminal harassment and hate crimes are present
3 on campuses, and this has been evident in Connecticut as
4 well.

5 And then there are academic questions, the
6 suitability of traditional curriculum. We heard Dr. Hartley
7 talk about innovations that happened at the University of
8 Connecticut, diversity of faculty, all issues which are
9 inherent to grappling with the issue of diversity.

10 I don't think that these problems are necessarily
11 bad. The issue is, they're almost inevitable as we change
12 and as we come to terms with the fact that we are a diverse
13 community. The real question is: How do we deal with them?
14 We are -- these problems reflect, I think, a societal
15 struggle to come to terms with our diversity and our
16 commitments to values of equality and fairness. We need to
17 avoid simple solutions because these aren't simple problems.
18 At the same time, I think it's incumbent upon the leaders of
19 our academic institutions to aggressively grapple with them.

20 Our campuses are filled today with people who come
21 from relatively homogeneous environments, who come to campus
22 and for the first time are exposed to people on a regular
23 basis who are very different from themselves, in ways that I
24 don't have to enumerate. Many students come emotionally and
25 intellectually ill-equipped to deal with the issues of

1 diversity that they find, and that they're left
2 understanding people who are different from themselves, with
3 the stereotypes they've learned of them.

4 The impact on the campus community can be one of
5 demoralization and undermining of a healthy learning
6 environment. I attended a conference which the
7 Anti-Defamation help put on a few weeks ago, involving
8 Jewish students from campuses around Connecticut. One of
9 the things that was very clear was a discomfort that many of
10 them felt in asserting a Jewish identity on campus, the
11 vulnerability that many of these students felt if they were
12 to step out and wear that hat. Not all that minorities have
13 that option, to hide the color of your skin, you can't
14 disguise. This is something the Jewish students, in some
15 instances, can do. Now, many of them were overtly
16 uncomfortable and there were instances that this reminded me
17 of. For example, one college campus last year, and overtly
18 a speaker came to the campus who has a long record of rather
19 extreme anti-Semitic statements. It was a highly publicized
20 event. The Jewish student group went to other student
21 groups to ask them to join in a protest. Not a single one
22 would join. The reasons were complex, having to do with the
23 impolitical environment in the campus, the, in my view, the
24 ambivalence of the administration and how to deal with a
25 potentially difficult issue. Aand the result was that these

1 students were both demoralized, frightened, deeply, deeply
2 discouraged.

3 We keep at the Anti-Defamation League data on
4 anti-Semitic incidents in Connecticut and around the
5 country. We've noticed that in at least five campuses in
6 Connecticut, there have been repeated anti-Semitic incidents
7 last year. While one can't be sure that these aren't just
8 random acts by a limited number of individuals, what's very
9 clear is the response of the administration and the campus
10 community to these events can have a profound impact upon
11 how comfortable, how at home, how safe students feel. And I
12 think that the experience of the Jewish students in this
13 instance can be duplicated many times over.

14 Just one more example. Another speaker with a
15 long record of anti-Semitic rantings, he's a member of a
16 popular rap group, came to another college campus in
17 Connecticut last year, and at that time was supposed to talk
18 about lyrical criticism in music. He spent twenty minutes
19 of that time talking about the Jewish conspiracy to --
20 against African Americans, and included such comments as
21 Jewish doctors injecting black babies with the AIDS virus.
22 At the end of this speech -- there were about eighty
23 students in the audience and according to one witness who
24 was present, the speaker received a standing ovation from
25 the students who were present. The speaker was there, he

1 was financed by student activity money when the -- someone
2 from the student's activities office was asked about it
3 later on. He commented that he thought that the people were
4 being over sensitive.

5 I bring this up only because I think that the
6 issue of sensitivity, the issue of leadership on the part of
7 administration, the need to bring people together is
8 crucial. I think there are things that can be done. And
9 I'll just say this in conclusion; I think that things that
10 can be done. I think multi-cultural education has to be an
11 integral part of the campus environment. The campus has to
12 take leadership in providing these opportunities and I think
13 in addition, I should add, that corporations around the
14 country do it, campuses shouldn't do less. I think in
15 addition, easy-out, easy solutions, such as censoring a paid
16 speech, which we as an organization would oppose, have to be
17 avoided. Education has to be the key and the campuses have
18 to show people, show leadership, administration in
19 particular, and how to help students accommodate to a
20 pluralistic democracy. Thank you.

21 MR. SANABRIA: David?

22 MR. SILVER: Thank you, very much. I, as others
23 have stated, I was very happy to be asked to come here today
24 and comment on my involvement with Hillel. Allow me to just
25 read a statement that I prepared and then a few other

1 remarks.

2 On Sunday, April 12, that was a couple of weeks
3 ago, a seminar was held for Connecticut Hillels at Yale
4 University. Hillel is the umbrella organization across the
5 country that serves Jewish students, faculty and staff on
6 campus. At present there are around four hundred Hillel
7 foundations around the world. The meeting was organized and
8 run by the Anti-Defamation League of B'nai B'rith, an
9 organization committed to fighting racism and bigotry,
10 particularly directed against Jewish people. Participants
11 came from the University of Hartford, Trinity, Wesleyan,
12 Yale, Connecticut College, and the University of
13 Connecticut, where I serve as Hillel Director.

14 In addition to discussing these issues on campus
15 and how to deal with them, which we have been speaking about
16 this morning, it was also a wonderful opportunity for
17 students to network with each other. There may very well be
18 a sense of isolation on various outlying campuses, such as
19 ours and the chance to meet with others and share ideas was
20 invaluable. The conference is well attended. With growing
21 anti-Semitism and assimilation world-wide, but particularly
22 at universities, never has the need for a Jewish presence on
23 campus been greater. And I, by the way, I feel very
24 strongly about that last point. Unified, the students are
25 much better equipped to monitor and react to this activity

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1 when it occurs. And, you know, it's been said in the past,
2 in unity there is strength. And one of the basic building
3 blocks of Judaism, of Jewish tradition is the idea of
4 community. And the idea of being Jewish in a vacuum is kind
5 of an ethema (phonetic) to Jewish tradition and the idea of
6 community has been very central to Jewish life throughout
7 the ages, for many of the basic requirements of Judaism.
8 And when the students have the chance to meet each other and
9 to discuss some of the issues that they're involved with,
10 but also to socialize, get to know each other, get to know
11 each other's dilemmas, I think the results are fantastic and
12 the potential is even greater.

13 Just a couple of comments about what's doing at
14 UConn and what I'm doing there. The University of
15 Connecticut, as many of you know, is a very unique
16 community, and I think for Jewish students it's also a very
17 unique community. I've always thought that one of our
18 problems might be the geographical one, in that being a land
19 gram (phonetic) school, it was -- it, as we all know, it's
20 located outside of a major urban area, outside of a major
21 Jewish community. But the point is, that we're not very far
22 from communities -- I mean, not very far from some of the
23 universities that I just mentioned, that we met with a few
24 weeks ago. And the campus is self-contained, and in my two
25 years as director, where, by the way, I've seen a lot of

1 growth with our program, and I'm very excited about it, I
2 feel that the Jewish student on campus has to be very
3 strong, has to have a very good inner sense of strength in
4 terms of his or her own Jewish identity, when you don't have
5 that large community around you, but also in terms of
6 countering some of the issues that we've just been talking
7 about. And I think that, and for myself personally, this is
8 my first experience living in a small community, and I find
9 that the results are very rewarding. And everybody's
10 participation is not only welcome, but appreciated, when
11 often in a large community, that meant that energy can be
12 lost or misdirected. And the sense of community of our
13 small community, I feel, is very strong. And -- but,
14 nonetheless, the challenges from the outside are always
15 there, and I always like to think of Hillel as being there
16 mostly to foster positive identity, positive Jewish feelings
17 among our students, as the place on campus where students
18 and staff can come and be together, worship together, learn
19 together, socialize together as Jewish people, but also to
20 monitor and react to this activity, which I'm very glad to
21 say is few and far between at UConn. And that's one of the
22 things that I've always especially enjoyed about the campus,
23 is that there seems to be a very special feeling of harmony
24 among the different religious groups. I'm involved with the
25 Storrs Area Association of Religious Communities, where the

1 ministers get together and meet on a monthly basis, and the
2 cooperation among the various groups and religious
3 communities and churches is a very nice one, and I don't
4 think one to be taken for granted. But, nonetheless, every
5 once in a while, incidents do occur, and we have to be there
6 to react to them, and I would certainly hate to think what
7 would happen if it wasn't a presence on the campus to react
8 to these kinds of incidents.

9 And in closing, I just want to add that, as I
10 mentioned two minutes ago, I've seen a lot of growth in my
11 two years as the Director there, and I've seen a growing
12 curiosity and interest among the twelve hundred or so Jewish
13 students on campus, and also, a great deal of interest among
14 many non-Jewish students on campus. Many people are simply
15 curious and unaware of some of our customs, some of our
16 traditions and ceremonies and holidays, and I make it a
17 point that our activities are open to everybody, and we hope
18 to and we strive to be a center for learning among Jewish
19 and non-Jewish people on campus. And I think that we've
20 come quite a way in achieving that goal, and I'm very proud
21 of our achievements so far. Thank you very much.

22 MR. SANABRIA: Thank you very much. Mr. Leikind,
23 if I could just ask you a (inaudible). In light of the
24 unfortunate incidents that you shared with us this morning,
25 has there been an attempt, or are you in current dialogue

1 and exchange of thoughts with either the universities in
2 question or the Board of Governors in trying to seek some
3 type of programmatic resolution to some of the issues you
4 brought forward?

5 MR. LEIKIND: Well, we address these and other
6 situations on an individual basis. We were not in touch
7 with the Board of Higher Education. We were in touch with
8 the administrations of the particular campuses in issue. A
9 number of issues came up. Number one, the people frequently
10 asked us, "Are you asking that we censor who comes on campus
11 and who doesn't?" Our response has been, "No, we don't
12 think that that's appropriate in a university environment."

13 However, there's another question as to whether or
14 not one actually facilitates or endorses extremist speakers
15 who come on campus, or for that matter, actually whether the
16 administration takes a position when an incident happens.
17 We've encouraged campus officials that they don't have to be
18 indifferent, that it would be appropriate for them to take a
19 position, for example, not spend student activity's money on
20 an extremist speaker when they come into the campus
21 environment. And I don't know that we've been persuasive,
22 if we've persuaded anybody. I hope we've been persuasive
23 anyway.

24 MR. SANABRIA: Has there been any attempt to
25 dialogue with other concerned groups in the state or in the

1 area of the school or with the administrations to form some
2 type of program to assist in seeking resolution to any of
3 these issues?

4 MR. LEIKIND: Well, we -- I mean, again, we have
5 encouraged certain kinds of programs. Diversity programming
6 is one of the things that we believe is crucial, especially
7 when you're dealing with freshmen who are coming on campus.
8 Students are simply ill-equipped to deal with what they're
9 going to be living in. And it's unfair to ask them to
10 sometimes to assume the responsibility without some
11 encouragement and training, literally. We have not gotten
12 together with a network of other organizations and said,
13 "Listen, there's a problem here, we need to develop policies
14 on a community-wide level." No, we haven't -- that hasn't
15 happened.

16 MR. SANABRIA: Thank you. Thank you, gentlemen.
17 Excuse me, one second. Go ahead.

18 MS. BERMAN: I know it's difficult to balance
19 reaction to racial and religious acts of hatred with the
20 issue of free speech, which is essential to our society and
21 certainly to a university. But would it not be unreasonable
22 to expect that a university would allow freedom of speech
23 and freedom of access to all people, but with the caveat
24 that anti-any group, you know, anybody speaking against any
25 group would be barred? Because that would promote violence

1 and disrupt campus activities.

2 MR. LEIKIND: I think that -- is that --
3 (inaudible). I think that we're faced with a very difficult
4 problem here, and we have to be cognizant of it. Where does
5 clear evidence that a particular form of speech is going to
6 result in violence? I think you brought one set of
7 circumstances where we simply don't like what someone's
8 saying, I think the problem is, is who decides? Who decides
9 what it is that we don't like, who decides what it is is
10 offensive? And I think we've got a very steep, slippery
11 slope here that we run into. That's why, from my
12 perspective, the key issue is for administration and student
13 leaders to show leadership on these issues, not to sit on
14 the fence because -- for fear of alienating one constituency
15 or another. When there's a hate group that comes on campus,
16 I believe it is the responsibility of the administration to
17 respond to the sensibilities of students who are with
18 certainty going to be offended, even if that group's coming
19 on. I think the other thing is, one doesn't have to roll
20 out a red carpet. One doesn't have to roll out a red
21 carpet, one doesn't have to spend student activity money on
22 it. It's to say, we're going to invite this group in.
23 That's a different thing than censorship. Saying we're not
24 welcoming someone is different from saying we're going to
25 prevent them from speaking. I think that there are tools

1 there and it's up to the leaders in the campus communities
2 to set the tone.

3 MR. SANABRIA: A question to the three of you in
4 general. Do you see a conflict between what is commonly
5 called political correctness in academic freedom, and if so,
6 do you have any suggestions for dealing with this conflict?

7 MR. HIBINO: Political correctness of academic
8 freedom? I think there are many of the issues that were
9 just discussed. It's difficult though to legislate speech,
10 if by political correctness you mean speech. I think that
11 always in trying to determine whether we think that it's a
12 situation of racial harassment or sexual harassment, that
13 there are always considerations related to freedom of
14 speech. I do think it's a -- it's interesting, however,
15 that when sexual harassment is raised as an issue, that
16 oftentimes that in determining what constitutes a hostile
17 environment or an unfair environment in the gender context,
18 that the ways in which males address females are often
19 considered a form of harassment or illegal, et cetera.
20 However, when in terms of the issue -- when sexual
21 harassment is an issue, freedom of speech and academic
22 freedom generally is not raised, but when the discussion or
23 the issue moves to sexual -- to racial harassment, then we
24 more clearly see concerns raised about freedom of speech and
25 the ability for people to be able to speak without

1 censorship. So I'm not sure whether there is -- why that
2 is, if there's a difference between the way we view sexual
3 harassment and racial harassment. I think that the issue in
4 general of freedom of speech versus harassment, be it racial
5 or sexual, is a very difficult one to answer. And, perhaps,
6 that maybe it's just sort of copping or begging the
7 question, but I think it often does depend on the particular
8 situation and how likely it is to incite violence, et
9 cetera.

10 MR. SANABRIA: Thank you. Do you have
11 (inaudible).

12 MR. LEIKIND: Only to the extent that I think that
13 expectations of political correctness and obviously, or
14 they're out there now, inhibit academic freedom. The -- in
15 a very similar sense, I think it's up to the leadership in a
16 campus community to dedicate itself to a diversity of
17 opinion, and to make it clear that that is the normative
18 standard. I don't know if there's any neat solutions. The
19 problem in any given instance is political usually.

20 MR. SANABRIA: And one last follow-up question to
21 you. Did you gain a sense, from the five incidents that you
22 referenced in dialogue with the administration on those
23 campuses, that some type of policy of programs to actively
24 try to reduce the anti-Semitism that you mentioned? Did you
25 gain a sense that there was something taking place in a

1 positive fashion in those environments?

2 MR. LEIKIND: Yes. I think that in all instances,
3 possibly except one, the campus administrators I spoke to
4 were concerned about issues of intolerance on campus. How
5 quickly they moved varied. But I think that there was an
6 overwhelming concern with this problem. We were pleased
7 with it, frankly.

8 MR. SANABRIA: Very good. Gentlemen, thank you.

9 MR. LEIKIND: Thank you very much.

10 MR. SANABRIA: In the absence of the people
11 that -- whose names I mentioned from the Association of
12 Latin Americans in Higher Education, and the International
13 Association of Campus Law Enforcement Administrators, if
14 there is anyone else from those organizations that would
15 care to comment, we'd be very glad to hear from them.

16 All right. The next portion of our agenda was
17 devoted to a panel of students from the University of
18 Connecticut, Storrs. Now, we are a couple of minutes ahead
19 of schedule, and I hope that the students are here.
20 Christopher Long, President of the UConn Student Body;
21 Marcia Kaiser, Board Member of the African American Cultural
22 Center Advisory Board; Yvette Martinez, Chairperson for the
23 Puerto Rican/Latin American Cultural Advisory Board;
24 Peter Y. Wan, President of the Asian American Association;
25 Steven H. Schneider, President of the Hillel Student Council

1 and Shariq Chhapra, Member of the Intercultural Federation.

2 Excellent. Thank you for coming and it's a
3 pleasure to have you here. Okay. Why don't we start with
4 Christopher P. Lloyd -- Long, I'm sorry.

5 MR. LONG: No problem.

6 MR. SANABRIA: Excuse me, Christopher.

7 MR. LONG: Okay. Thank you, (inaudible) and
8 members of the Committee. Good morning and I'd like to tell
9 you that I appreciate this opportunity to speak, I think, on
10 a very timely issue, and something that will become even
11 more important in the days, weeks and years to come.

12 I am currently the ex-president, actually, of the
13 Student Body. I went out of office on Wednesday, but I was
14 asked to (inaudible). I think that the experience I had, I
15 hope it will prove valuable. I've served -- I've been at
16 the University for five years, and I've seen a lot in those
17 five years, I think, regarding the issues that we're
18 addressing today.

19 The Undergraduate Student Government, the
20 organization that I was formerly in charge of, is really the
21 umbrella organization, I think, for all undergraduate
22 students where the students voice, I think, in regards to
23 many concerns on campus.

24 And today what I'd like to do is give you an
25 overview, I think, of what the student body as a whole is

1 thinking about the multi-cultural agenda, and tell you a
2 little bit about what Student Government specifically has
3 been doing in regards to these issues.

4 First of all, I'll tell you straight out that I
5 think racial tension does definitely exist on the University
6 of Connecticut campus. Why, why does it exist? I think
7 for -- because it exists in, I think, society at large. And
8 I think it's especially difficult for a campus community to
9 take care of this situation once and for all, because it's
10 such a transient population. As one of the former speakers
11 said -- previous speaker said that we have students who come
12 from relatively homogeneous situations. And they come to a
13 very diverse community. And oftentimes, they have trouble
14 dealing with this. So I think what the University is trying
15 to do, I think, is very commendable. They're trying to
16 change an attitude that has existed with an individual since
17 birth really, oftentimes.

18 And I think that the university is definitely
19 committed to multi-culturalism. I remember the first
20 meeting that I had with President Hartley last summer, we
21 talked about his agenda. And one of his top priorities, I
22 remember, was the multi-cultural agenda. And he emphasized
23 that, even in these troubled economic times, which I think
24 was definitely commendable.

25 And I think as a student leader, I have been

1 exposed to the multi-cultural agenda, and I think that many
2 of my colleagues have. And I think the result of that is
3 very positive, because I think we're very sensitive to the
4 needs of traditionally under-represented students, and we've
5 tried to work towards some positive ends in that area.

6 And I think whether the techniques that the
7 university is using right now, whether they're effective or
8 not, honestly, I think that's open to a lot of debate. I
9 won't go into specifics, from speaking with my fellow
10 panelists here today, I think they have some specific
11 improvements potentially, that they'd like to see, and I'd
12 like to leave that opportunity open to them. But I think
13 that some improvements need to be made, and I'll rest with
14 that. I think that, again, racial tension does exist and
15 what we need to do is really find the most effective way to
16 take care of these problems.

17 I think the interesting situation that we're
18 facing right now is the fact that we're in such a tough
19 economic times, and I think traditionally under-represented
20 students in these tough economic times face a double
21 problem.

22 First of all, for the students who are at the
23 university, the programs that the university tries to put
24 together to take care of these problems are somewhat
25 retarded, because there's no money to fund those programs

1 and there's no money to really investigate new solutions.

2 And secondly, as tuition goes up, we become a much
3 more exclusive university. And traditionally
4 under-represented students, those who may not have the money
5 to go to a school where tuition is rising at an astronomical
6 rate, I think that creates a real problem.

7 But, again, I think President Hartley really has
8 multi-culturalism as a priority in his agenda. Even in
9 these tough economic times, he talked about the Asian
10 Cultural Center and the Institute for African American
11 Studies. I know that although money is tight, I think the
12 money is being put aside for these programs and the priority
13 status still exists. Regardless again, tensions are high
14 and many say that the tensions have been increasing.

15 But I think that what students are trying to do
16 now is, they're trying to come together. And they're trying
17 to provide leadership in the area, trying to deal with these
18 problems and provide some solutions.

19 One program that I'd like to cite, and it's been
20 discussed, I believe in the African American Cultural Center
21 is, I believe it's called the United Front. And it's a
22 coalition of cultural groups coming together on their own
23 initiative to talk about some common agenda for
24 multi-cultural understanding. And I think that's an
25 excellent step in the right direction.

1 Where the Undergraduate Student Government is
2 right now is, that we're trying to help facilitate this
3 understanding, again, citing our role as the umbrella
4 organization for all undergraduate students. We realize
5 that, I think, multi-cultural education is an ongoing,
6 laborious process. It's something that is going to take a
7 lot of time and it can never stop. And I think that we have
8 to make sure that we -- that students don't get frustrated
9 with the agenda and with the change in demography
10 nationwide, that we have to sort of try to bring everyone
11 together to promote this understanding, stop name calling,
12 stop the tension and just try to bring everyone to the table
13 and hope that by the time they reach graduation, that
14 they've -- they understand that they're living in a
15 multi-cultural society and that everyone has a place in that
16 society.

17 In the past, the Undergraduate Student Government
18 has tried to promote understanding through an investigation
19 of moving the ROTC Program off campus, because they
20 discriminate against homosexuals. Our decision was that we
21 didn't feel that we should move them off campus, because
22 again, we're trying to promote understanding, and what we
23 would do is instead, try to pressure the Department of
24 Defense to change that policy.

25 Also, in the past, the Undergraduate Student

1 Government helped the university Senate put together a
2 program whereby students entering a freshman English course
3 would have the option of taking a freshman English course
4 that was multi-cultural intensive. It would include works
5 from a variety of authors, and the program is under review
6 right now. Again, it's been in place for, I believe, three
7 years. So we're interested to see what the results of that
8 investigation will provide.

9 This past year, we've worked with the United
10 States Students Association and lobbied in Washington for
11 increased help with scholarships to traditionally
12 under-represented students. And I think in general, we
13 fought for, both in Washington and in Hartford, for a larger
14 budget for higher education affiliates nationwide. And
15 hopefully, that will help curb the problem.

16 Also, we've put together a Student Bill of Rights
17 and set the groundwork for students to govern themselves
18 entirely in the future.

19 And I think maybe the most dramatic example that I
20 can give you of where we're going with this, and I can
21 provide you copies of this resolution at the end of the
22 discussion, is we passed a resolution on understanding a
23 couple of weeks ago, where there was a problem -- allegedly
24 a member of the administration had made some comments
25 towards international students and had said that -- the

1 comments were taken in a way that was potentially offensive.
2 And what we did is, we encouraged the internationals to
3 fight for their rights, and to investigate the issue, and
4 encouraged all students in turn to try to investigate these
5 issues and try to promote some understanding and reach some
6 consensus.

7 We fund cultural groups on campus. They come to
8 us for funding, and we try to help them with their programs.
9 We try to help them to advertise. Unfortunately, I have to
10 say that the campus doesn't attend these programs in, I
11 think, as large a numbers as they should. And I think that,
12 just like the university should re-evaluate its
13 implementation of the multi-cultural agenda, I would invite
14 all groups, all cultural groups to investigate ways to
15 promote understanding on this campus, to fund ways to
16 creatively advertise what they're doing.

17 This year we've also created a President's Council
18 to help facilitate discussion between major cultural
19 organizations and the -- all the major groups on campus.
20 And I think that shows two things, first of all, how
21 prominent those cultural groups are on campus because all
22 the major cultural groups were included in the President's
23 Council, and also that the students have a commitment to
24 helping each other and providing leadership for the
25 university.

1 So where do we go from here? I think the priority
2 status is there, and I think it should stay there. I think
3 it's a good response to a potentially volatile situation.
4 However, I think our implementation to this response -- of
5 this response, I think, needs to be investigated. I think
6 we have to see where we're going with this and we have to
7 sort of help it through its adolescence.

8 Today, I think, is a wonderful way to begin, at
9 least for the Undergraduate Student Government. Hopefully,
10 we can take care of the budget problems, but also put this
11 on our priority list. And I think talks like this are
12 necessary and dialogue is certainly essential. So, I thank
13 you very much, and I think the only way to end ignorance is
14 through education. And hopefully, that higher education in
15 America can help end this ignorance and promote
16 understanding for the entire nation. So, I appreciate this
17 opportunity. Thank you.

18 MR. SANABRIA: Thank you. Yvette Martinez?

19 MS. MARTINEZ: Yes. Thank you for inviting me
20 today. I represent the Puerto Rican/Latin American Cultural
21 Center on campus, the Advisory Board, and basically the
22 objective of the Center is to promote educational, Latino
23 education and promote the experience of our culture. We've
24 been in existence for over twenty years and in that time we
25 have tried to promote the culture through educational

1 seminars, lectures, videos, as well as social activities.

2 As Chris Long has stated, the racial tensions have
3 increased over the past five years, and I think that,
4 especially for Latinos, we have seen that our programs have
5 not been publicized, have not been reported on, as far as
6 the newspaper, Our Daily Campus, the UConn newspaper that
7 comes out every day. We have realized that annually for
8 Latino Awareness Month, which is the month of April, reports
9 on our activities and so forth have not been done. And it's
10 something that we, the students, individuals, Latino
11 individuals, have written articles, editorials and so forth,
12 trying to attack this issue, trying to get the campus to
13 promote our cultural events and so forth, but still have
14 not.

15 Right now we are working with the university on
16 trying to install the Institute for Puerto Rican/Latino
17 Studies, and we are in the process right now of seeking a
18 director for that program. And this is a program that's
19 been proposed, and we have been trying to get on the
20 university for over twenty years and finally it is coming to
21 a reality.

22 Another issue that we find, as far as on the
23 sensitivity of racism and so forth, is there is definitely
24 problems that have existed with the administration and
25 students, and I think this is something that is due to

1 ignorance, and as Chris pointed out, can only be solved
2 through education. And in my opinion, multi-culturalism can
3 exist in the University of Connecticut. The resources are
4 there, there are different cultural centers, there are
5 different organizations that, if we work together as a
6 group, we can come together to form this multi-cultural
7 environment that we are so much struggling to do. And one
8 of the ways to do that, we feel, the Latino community, as
9 along with the rest of the cultural institutes at UConn, is
10 to form some kind of multi-cultural affairs,
11 multi-cultural -- provost has been proposed where the
12 different organizations that present -- represent the
13 different cultural organizations on campus, would report
14 under one -- how can I say -- one unit, sort of. And that
15 is still, I guess, on the table. We're still talking about
16 that, because of the budget cuts and so forth, it's very
17 difficult to try to get anything new right now at the
18 University of Connecticut, but hopefully that will come very
19 soon.

20 So, right now what we're doing is basically just
21 trying to work on getting this multi-cultural affairs going
22 and trying to educate the campus, because the racial
23 tensions are increasing and students, I think, Latino
24 students as well as Afro-Americans and Asian students are
25 feeling the tensions more so today than they did yesterday.

1 And so, they're trying to get their voices heard and trying
2 to educate others. But it's very difficult when there's
3 some fear of us, and with tuition increasing, there will be
4 even fewer of us in years to come. So, I think that, like
5 today this forum is -- will be very helpful to students,
6 hopefully, in the future, and we can educate those who, for
7 some reason or the other, don't understand the different
8 cultures that exist in our nation today. Thank you very
9 much.

10 MR. SANABRIA: Thank you. Marcia Kaiser?

11 MS. KAISER: Hello, I'd like to thank you for
12 having me here today.

13 MR. SANABRIA: Why don't you just bring it closer,
14 Marcia?

15 MS. KAISER: Twenty-one years ago today, Martin
16 Luther King, Jr. stood on the steps of Lincoln Memorial in
17 Washington and set forth his dream on racial harmony. To
18 those in academia, the dream did not seem far. Yet today,
19 our educational institutions are called upon to explain the
20 recent rise in racial tension on America's campuses.

21 I feel my university, the University of
22 Connecticut, has the resources and individuals to bring
23 about a kind of diversity. I think the problem may be is
24 how those resources and individuals are used.

25 When I entered the University of Connecticut, I

1 came through a program called The Center for Academic
2 Progress, a program that many minorities attend. In this
3 program you are required to take a course on racism. Our
4 advisors would tell us that this would help us combat racism
5 on our campus. I, as well as other students, found this
6 ironic. Here we have a wonderful course taught by a
7 outstanding professor, Professor Taylor, on racism, taught
8 only to minorities, mandatory for minorities, teaching us
9 how to combat racism on our campus. It seems, and recent
10 events show us, that our community at large needs to take
11 this course as well.

12 Our campus prides itself in its strict policies,
13 but the policies do not promote multi-culturalism. They
14 only deal with the backlash of not promoting diversity. I
15 believe it's time for action. We must foster the
16 (inaudible) of diversity, it allows the university's
17 administration, academic and student services. The campus
18 must make assertive efforts. A multi-cultural community
19 does not exist merely on the presence of diverse and
20 academic disciplines and organizations, but when diversity
21 is integrated into every phase of university life.

22 I'm amazed at the resources that our university
23 has and the amount of ignorance that is unaffected by the
24 resources. I can't express to you how many late night
25 sessions have arisen, supposedly study groups, when we end

1 up talking about minorities and what's going on on campus.
2 I have many students ask me questions such as; why is there
3 a black history month? Why is it necessary? Students ask
4 me how do I comb my hair, or if I go out in the sun, will I
5 really tan? I've had professors say to me, "You should
6 understand where we're coming from. You're from Simsbury, a
7 suburb, you're not like those others." Or say, "You know,
8 the colored people," a term that I thought was long thrown
9 away by those in higher institutions. I'm surprised at how
10 many people don't realize my history, myself, don't
11 understand me. It's a lack of knowledge, of tolerance, that
12 is very dangerous on our campus. I find a conflict on how
13 to deal with this, because you look at somebody and say,
14 "They just really don't know. They really haven't been
15 educated in their high schools." I think our community, the
16 higher education, owes it to these students to educate them
17 to teach them what multi-culturalism really is. We
18 obviously realize that there is no such thing as the melting
19 pot, because some of us don't really melt in. So, it's time
20 to educate our students, it's time to take action. I think
21 we're headed in the right direction, we're talking about
22 multi-cultural affairs. I believe now we're -- we have a
23 director of multi-cultural affairs. We've decided we're
24 going to find a director. But a director without a
25 structure does not do us much good. And I think we have to

1 look at multi-culturalism not as Latino's problems, African
2 Americans' problems, or minorities problems, but all of our
3 problems. It's not for the African American Cultural Center
4 to deal with multi-culturalism, it's for all of us to deal
5 with. Thank you.

6 MR. SANABRIA: Thank you. And next is Peter Wan.

7 MR. WAN: Yes, and I'm representing the Asian
8 American Students Association of the University of
9 Connecticut. I also would like to point out before I start
10 speaking that this will be my first time ever in speaking
11 out and giving my personal experience dealing with racism.

12 I come today in front of this Committee because I
13 feel it's been too long, the Asian Americans have been
14 treated -- have been ignored and treated unequally.

15 Today America has become more aware and recognized
16 through racism. And we have become more appalled of the
17 effects that it has on our society. But yet, America does
18 not recognize -- I'm sorry -- but yet America -- okay --
19 America recognizes the difficulties and the racial bias
20 faced by many minority groups. But yet, America does not
21 recognize the racial bias and the difficulties faced by the
22 Asian American community. Today we have become -- we've
23 started to educate ourselves and learn about different
24 minorities, the different cultures, their lives. We have
25 started to demystify language, images, and stereotypes made

1 against these groups. But at the same time, our society is
2 ignoring and allowing the type of racism against its people
3 of Asian decent. They allow this racism by portraying and
4 fostering images that lead to negative sentiment and, also,
5 that leads and forces Asian Americans to deal with the
6 anti-Asian bigotry that range from name-calling on a regular
7 basis to violent physical crimes leading to murder. For
8 example, on the evening of June 19th, 1982, Vincent Chan
9 (phonetic), the twenty-seventh Chinese American was killed
10 with bats by two laid off auto workers, who mistook him to
11 be Japanese. On December 13th, 1987, Mado Ho (phonetic)
12 (inaudible) and six other students of Asian decent, was
13 harassed and spit upon continuously at the University of
14 Connecticut while going to a semi-formal. During the
15 harassment, no students made an attempt to stop the
16 harassment. Some observed, some even laughed. Both cases
17 show the seriousness, the lack of seriousness, and the
18 insincerity of the authorities in handling the case. Both
19 cases also exemplify in detail the open racism, the
20 tolerated racism and the frequency in which this racism
21 occurs with Asian Americans.

22 It has been nearly thirteen years that I have been
23 in this country. In thirteen years this country has made me
24 feel unwelcome. I have seen this country ignoring Asian
25 Americans, ignoring the difficulties that they face.

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1 Fourteen years, I haven't seen much change. My country is
2 still insensitive and unfair to Asian Americans by
3 portraying stereotypical images that lead to negative
4 sentiments towards Asian Americans.

5 I remember watching a cartoon in elementary
6 school. I was laughing at a character with like funny
7 looking eyes, buck-tooth, bald-headed with a braided pigtail
8 in the back, and who made -- who frequently make utterances
9 such as ah-so, and other stuff. And also remember my
10 classmates making that same face, uttering ah-so, repeating
11 whatever was said in the same distorted manner in which that
12 character spoke in. I remember being harassed by fellow
13 students in hallways and being punished by the school
14 because I couldn't speak English well enough to tell them
15 that I was being picked on. Excuse me. I remember being in
16 history class. I remember being told to go back to my own
17 country and learn your own history. I remember the teacher
18 and students laughing. I remember getting myself in regular
19 fights in school, and I remember deliberately keeping my
20 parents away from the school, because I was afraid that they
21 would also be laughed at and made fun of. I remember one
22 time that I wanted to hit everyone in sight, but instead, I
23 started screaming, hitting lockers, 'til my fist started to
24 bleed. I remember being spit on, called a chink by another
25 student, while going to class in high school. I (inaudible)

1 afraid. I felt that no one cared. I felt helpless. I
2 remember my first semester up at UConn. I was afraid on
3 Thursday nights to go back to my room, because I didn't want
4 to hear or answer phone calls for my roommate and his
5 drinking buddies, making racial slurs such as chink, and
6 threatening to kill me if I don't go back to my own country.
7 I was also told by dorm mates, people who lived at the dorm,
8 that I was being insensitive, and I didn't know how to take
9 a joke.

10 We can no longer ignore the severity of racism,
11 the frequency of racism faced by Asian Americans. We cannot
12 expect this country to learn and embrace differences and
13 diversity if our society allows -- if we ourselves allow the
14 distortion of the image of one group, of one people.
15 Stereotypical attitudes stem from tragic misconceptions of
16 race, ethnicity and culture. This kind of misconception and
17 misunderstanding contributes to racism against Asian
18 Americans. This country cannot survive with little or
19 distorted understanding of the people that it's made of. In
20 these times of increased diversity, we must start to
21 educate, like everyone in this panel have been urging for.

22 I know that in a lot of schools and universities,
23 such as University of Connecticut, we have condemned and
24 punished violators of racial crimes. The punishing only --
25 by punishing, these people will only build up more hatred

1 within themselves. We must initiate and provide programs to
2 educate.

3 Asian Americans make up the largest minority group
4 on -- at the University of Connecticut. We have no cultural
5 center, no studies program. I -- the university have made
6 commitments in initiating a cultural program and studies
7 program, but more needs to be done. It is unfair for the
8 burden of education to fall upon the individual student, who
9 has to handle academic load and the social problems therein.

10 I came today because I feel impelled to urge this
11 committee to recognize the severity and the frequency of
12 racism faced by Asian Americans, and take action that can
13 constructively battle racism. We cannot sit and wait for
14 problems to solve themselves, because delayed time is
15 destructive, and also, because racism manifests itself. I
16 urge you to take action now.

17 MR. SANABRIA: Thank you, Peter. Steven
18 Schneider?

19 MR. SCHNEIDER: Hi, thank you for inviting me. My
20 name is Steven Schneider and I am currently a junior at the
21 University of Connecticut and President of the Hillel
22 Student Council. But for those of you who aren't familiar
23 with Hillel, is an organization serving the needs of Jewish
24 students across the United States. But I am not just here
25 for Jewish students, but for all students, of all colors,

1 religions, genders, and ethnic backgrounds.

2 Throughout my studies, I have witnessed various
3 acts of anti-Semitism, bigotry, racism and sexism. But
4 since I am representing Jewish students, I will use two
5 examples of anti-Semitism that I have witnessed.

6 One public act of anti-Semitism I experienced was
7 when UConn's Student Board of Governors invited Professor
8 Griff, a former member of the rap group Public Enemy, and a
9 known anti-Semite, to speak about music censorship. I could
10 not believe that SUBOG would invite a person who has
11 previously stated, "Jews are the reason for wickedness in
12 the world. Jewish doctors implanted African babies with the
13 AIDS virus." I was shocked and immediately sprung into
14 action to educate people about the wrongs of what this man
15 preaches. No, not just for Jewish students, but for the
16 whole campus community.

17 Hillel, with the help of the Anti-Defamation
18 League led by Rob Leikind, and the support of local
19 community leaders, held a rally not to demonstrate against
20 Professor Griff's right to speak, but to educate people
21 about his statements. We received -- excuse me --
22 tremendous support through the press and the campus
23 community.

24 Another incident that comes to mind occurred in my
25 own resident's hall. I was eating breakfast with some

1 friends when they explained to me how an outsider of the
2 University of Connecticut had written profanity on the
3 female floor. At first I didn't take notice, but then they
4 caught my attention by saying, "They had written ugly
5 hate-filled words." After further questioning, they told me
6 what was written. The words read, "Death to all blacks,
7 death to all Jews. Heil Hitler," and a swastika was drawn.
8 I had read about neo-Nazism and about the new wave of people
9 trying to deny the holocaust ever existed. But this
10 incident still shocked me and left me hurt. I remained
11 silent, maybe out of fear, or maybe out of disgust. But
12 now, I face this with all of you.

13 Two years ago, when I attended a conference led by
14 the Anti-Defamation League about combating anti-Semitism on
15 college campuses, I was under the impression this would
16 never happen at UConn. Little did I know, two and a half
17 years later I would have to face these problems.

18 Hillels across the state hold conferences every
19 semester dealing with issues of racism, anti-Semitism and
20 bigotry. But this is not enough. The ADL does a great job,
21 but how can this problem be solved without all groups of all
22 race, religion, gender and ethnic backgrounds coming
23 together? If people are to accept one another, they must
24 first sit down and talk, must sit down and discuss their
25 differences and similarities between each other.

1 I feel the problem needs to be addressed by the
2 President of the United States. If President Bush is the
3 education president, I challenge him to start educating
4 people about the great melting pot we live in.

5 I feel colleges across the nation need to start an
6 organization that encourages communication between students
7 of different race, religion, gender and ethnic backgrounds.

8 Another possible solution to this problem is to
9 require all college students to take a course about racism,
10 bigotry and anti-Semitism and sexism. The time is now to
11 start programs that will combat the problems of
12 discrimination of all types. We must do this, not just for
13 Jewish people, but for all people. I thank you for the
14 opportunity to speak and let's make America the land of the
15 free.

16 MR. SANABRIA: Thank you, Steven. And Shariq
17 Chhapra?

18 MR. CHHAPRA: Members of the Advisory Committee,
19 honorable guests, my name is Shariq Chhapra. I am currently
20 an undergraduate at the University of Connecticut, and also
21 a member of the Intercultural Federation.

22 The Intercultural Federation is a student advisory
23 board to the Department of International Services and
24 Programs. In essence, we, members of the Intercultural
25 Federation, ensure that the department's programs are in the

1 interests of foreign and U.S. citizens. Our main goal is to
2 promote racial and cultural exchanges between students,
3 regardless of their origins.

4 Over the past few months, the Intercultural
5 Federation has been involved in discussions regarding racial
6 incidents on campus. These incidents range from issues of
7 housing, to admissions, to ethnic and racial disputes.

8 Given the time limit of this hearing, I'd like to
9 make my statement as brief as possible. However, I'm
10 prepared to comment on any specific details regarding these
11 and other incidents during the panel discussion.

12 In recent weeks, the Daily Campus brought to light
13 cases of a racial nature. The two most striking cases
14 involved, on one hand, the International Undergraduate
15 Student Committee, and, on the other hand, the Division of
16 Student Affairs and Services, over a settlement of racial
17 dispute between a Resident Assistant and a student. I will
18 briefly discuss these two cases as follows: Regarding the
19 first case, let me say, the International Undergraduate
20 Student Committee was appointed by the Provost's Office to
21 make recommendations regarding the conditions of admissions
22 of international undergraduates at the University of
23 Connecticut. But recently, the committee has been
24 deadlocked following an allegation of racial bias from one
25 of its members. The Intercultural Federation, shocked by

1 the seriousness of this charge and the way it was being
2 handled since, took it up with the Provost's and the
3 President's office. After careful consideration, the
4 President took the matter in his own hands by restructuring
5 the I.U.S.C.

6 In the second case, involving the settlement of a
7 racial dispute between a Resident Assistant and a student,
8 the Division of Student Affairs handled the matter
9 unsatisfactorily. Due to their own interpretation of
10 existing university by-laws regarding fighting words, the
11 Division of Student Affairs decided not to consider the
12 racial issue any further and opted instead for a misdemeanor
13 charge against the accused.

14 Now, to conclude, I'd like, on behalf of the
15 Intercultural Federation, to thank the Advisory Board for
16 inviting me to this panel. We hope that the information
17 provided here by the Intercultural Federation will be useful
18 to the Committee to help this and other campuses attain
19 racial harmony. Thank you.

20 MR. SANABRIA: Thank you. And I would like to
21 thank all of the members for bringing such solid and concise
22 comments to us, which I'm sure will be helpful to us in
23 rendering our thoughts of (inaudible). But before you
24 depart, there are a number of questions or thoughts that
25 we'd like to share with you and you give us some further

1 insight. I'll try to keep these in some semblance of order
2 as we went down the list.

3 Chris, one of the questions that came up was,
4 given the somewhat transient nature of students in general,
5 who are pursuing a degree, and then after which they will be
6 moving on, is the momentary emphasis on our in quotes,
7 "racial tension," being overdone, or is the emphasis well
8 placed, in your opinion?

9 MR. LONG: You mean by panelists, by my fellow
10 panelists?

11 MR. SANABRIA: Or in general, with the school's
12 -- administration, the school groups?

13 MR. LONG: No, I don't. I think that, quite
14 honestly, I mean, this is a new area. I think that
15 universities are really investigating. It's relatively new,
16 I think, in academia, I mean, that they are so aggressively
17 tackling. So, I think that, you know, and I think
18 nationwide, I think we're a bit behind the eight-ball. I
19 think many of these problems have sort of crept on us,
20 whether by just fate or just the fact that we've chosen to
21 ignore them for so long. So I think tensions are high, and
22 I think that we're at a crucial stage right now and we
23 really have to make some time up, but also prepare for the
24 future.

25 MR. SANABRIA: Yvette, as a follow-up to some of

1 your comments, could you share with us how the Latino
2 students and the administration are in conflict?

3 MS. MARTINEZ: I think, first of all, there's not
4 enough representation. For faculty at University of
5 Connecticut, I believe there is one Puerto Rican professor
6 in the Department of History. And as far as administration
7 and staff goes, there's a few others, but not many. Latinos
8 have been faced with having to explain to individuals that
9 within the Latino culture there is lots of diversity, and I
10 think that many students don't understand that, they don't
11 understand -- they think that if you're Puerto Rican, then
12 they don't understand that there are various different
13 ethnic groups within the Latino community. For example, a
14 lot of times questions that arise that are asked to Latinos
15 is -- if they find out that you're a Latino or Puerto Rican,
16 you know, they expect you to -- one of the questions that --
17 we just had a conference on Saturday, and we were speaking
18 of racism, and some of the things that the students brought
19 up was that many times in courses, when people find out that
20 they have a Latino surname, they are asked, "Oh, well, do
21 you speak Puerto Rican, or do you speak, you know, Latino,"
22 or something like that, when -- and then in turn the
23 students have to respond, "Well, no, you know, there is no
24 such thing as speaking Puerto Rican, it's speaking Spanish."
25 And so, things like that, Latinos are faced with.

1 And also, I think that a lot of insensitivity
2 exists at UConn, as far as the Latino culture goes. People,
3 I think, just don't understand what it means to be a Latino,
4 and as a Latino, it's very easy for you to mingle within the
5 mainstream. You can either recognize your culture, or you
6 can choose not to. And those who do recognize it are faced
7 with the struggle of trying to educate others for reasons
8 why they chose to recognize their culture. And that's it.

9 MR. SANABRIA: Okay, thank you, very much.

10 Marcia, you commented on a course that was taken from
11 Professor Taylor. Does the statement, "Only minorities are
12 required to take the course on racism," mean that only
13 minorities elect to take the course, or is it structured
14 such by the administration or faculty that only minorities
15 take the course?

16 MS. KAISER: Well, the course is given during the
17 summer, during the six-week program, the Center for Academic
18 Progress. In this program, the program is made up, majority
19 of minorities. So, that's, I would assume, why the course
20 was put in that six-week program. During the school year,
21 it is not mandatory for the community to take this course.

22 MR. SANABRIA: And do you know if it's offered to
23 all?

24 MS. KAISER: During the school year Professor
25 Taylor teaches race and racism. It is not the same as the

1 course during the summer. I think that course should be
2 offered during the school year, that same course.

3 MR. SANABRIA: And I think Professor Taylor will
4 be with us later to share his thoughts on that, also. Thank
5 you.

6 Peter, we have just a quick question for you.
7 Some of the acts of harassment that you presented to us,
8 were they reported to the authorities? Was any action taken
9 against any of them at all?

10 MR. WAN: They were -- most of the time they were
11 reported to authorities. When these were reported, they
12 were incidents that have occurred in elementary school and
13 in middle school, but justice was not served. The school
14 administrators pretty much as like denied, and they couldn't
15 believe what had happened, and just like, I guess, just let
16 the thing go down and just let it settle, you know, like
17 quiet down. That was basically their response. And I guess
18 that's the reason why I've neglected and did not bother
19 to -- and also afraid, because often you just get this
20 treatment, as if that's, you know, that makes you feel like
21 you're making something up. So, I guess, because of this, I
22 guess, past experience, ever since high school, I've never
23 bothered reporting this kind of my experiences.

24 MR. SANABRIA: And then I have a couple of
25 questions to the panel in general, and you can respond

1 accordingly. Have any or all of you tried to form a joint
2 cooperative organization to deal with all of the problems
3 you've just mentioned separately, a coalition of student
4 groups versus racism?

5 MR. WAN: Yeah, I would like to respond to that.
6 I believe it was Chris that mentioned before that there's a
7 group being formed called the United Front, and this group
8 encompasses all cultural organizations. It's a collective
9 effort to battle racism and try to create a better
10 understanding on the UConn campus.

11 MR. SANABRIA: Okay. And in that regard, given
12 the diversity and the background and the different student
13 groups, when a speaker is invited on campus, such as what's
14 mentioned, do you have any way of uniting your efforts if
15 you're concerned about what the speakers will say, so that
16 there is a formal process to formally channel the
17 opposition, or is it left to each individual group that may
18 feel offended or affronted by it, or is that part of the
19 mission of the United Front today? Because it seems that
20 there was some great concern, what type of activity jointly
21 versus something that could be considered racism or
22 anti-religious was brought to bear by the student groups,
23 with the help of the administration.

24 MR. WAN: I don't think we can look at issues,
25 such as, okay, this thing is offending to the African

1 American students, or offending the Latino students, you
2 know. It is unwise and also, it's something that, you know,
3 we've been trying to do at UConn, and that is to approach
4 these issues together, not just because it's a Latino thing,
5 African American thing, or Asian American thing, because we
6 all feel that affecting one group affects also ourselves
7 directly or indirectly.

8 MR. SANABRIA: Christopher, any comments on that?

9 MR. LONG: Actually, yeah. I applaud, I think,
10 this new attitude. I think in the past, again, because it
11 is a new initiative somewhat, multi-culturalism on this
12 campus, I applaud the students taking a leadership role in
13 this area. They're not provincial concerns, they're
14 universal concerns. And I'll be leaving the university, but
15 I certainly hope that this organization thrives, because I
16 think that's the future of the multi-cultural agenda,
17 everybody working together towards the common goal and the
18 common agenda.

19 MR. SANABRIA: I'd like to thank you. We really
20 appreciate your time and your efforts, and I hope that those
21 of you who had prepared statements could leave those with
22 us, so we could incorporate them. Thank you very much.

23 At this time -- they were excellent -- at this
24 time, we are going to take a short break. We are just about
25 right on schedule. We will start again by that clock,

1 promptly at 11:15. Thank you.

2 (At this time a recess was taken.)

3 MR. SANABRIA: Thank you. Can we get started
4 again?

5 We now have a panel of administrators from the
6 University of Connecticut. And if I'm allowed to introduce
7 them, I don't know if you said in any particular order, but
8 Dr. Angela Terry, Assistant Vice President of Student
9 Affairs and Services; Dr. T. C. Ting, Associate Dean, School
10 of Engineering; Dr. Isnoel M. Rios, Director of Puerto
11 Rican/Latin American Cultural Center; Thomasina Clemons,
12 Director, Affirmative Action Programs; and Dr. Archie
13 Savage, Director, Health Center Affirmative Action.

14 Welcome, and thank you for coming. Dr. Terry?

15 DR. TERRY: The challenges UConn and other
16 universities face today in the area of race and ethnic
17 relations are complex and are tied as much to specific
18 conditions as they are to deep-seated historical legacies
19 affecting campus communities and society at large. Yet,
20 when we compare UConn in 1992 to the university it was in
21 1982, with regard to racial minorities, we cannot deny that
22 some fundamental progress has been achieved, noting
23 especially the diversity within our undergraduate student
24 body.

25 In addition, the university has come to accept the

1 fact that diversity involves more than just add and stir.
2 As a result of this acceptance, the university has moved
3 forward in its commitment to clearly articulate the goal of
4 building an interactive racial and ethnic community.

5 As a partner for the accomplishment of this goal,
6 Student Affairs has endeavored to contribute to a campus
7 culture of awareness, as opposed to a campus culture of
8 denial. This is not to suggest that each approach we have
9 attempted has resulted in an unqualified success, nor that
10 there has been an absence of incidence of prejudice on
11 campus. To paraphrase a statement contained within Hate in
12 the Ivory Tower, a survey of intolerance on college
13 campuses, the idyllic college campus, where students are
14 supposed to study and learn, unburdened by the social ills
15 beyond the campus gates, does not exist. For the most part,
16 students enter the university unprepared to deal effectively
17 with people of different ethnic, racial and cultural
18 backgrounds. For they bring to the university many of the
19 values, perceptions and attitudes that weigh down larger
20 society's efforts to achieve racial harmony. Staff also
21 reflect society's problems, and by their own conduct, can be
22 ineffective in fostering an environment conducive to
23 positive interaction among members of diverse groups.
24 Nonetheless, through management practices, long-range
25 planning activities, program development and assessment

1 processes, and finally, staff appraisals, Student Affairs
2 focuses upon its role in educating students and staff in
3 multi-cultural literacy. In this objective, we of course,
4 have had to adjust and fine-tune approaches. Communicate
5 actions and recommendations, and last, confront the
6 challenges inherent to the inevitable relationship between
7 efforts to reduce cultural or racial bias, and heightened
8 tensions on campus.

9 In the remaining minutes, allow me to provide you
10 with an overview of both existing and planned approaches.
11 As will be suggested by this overview, we have adopted a
12 multi-faceted strategy. This strategy involves recruitment,
13 retention and intentional student and staff development.
14 All Student Affairs units are required to develop and
15 implement initiatives supportive of these embassies. Sample
16 initiatives resulting from this multi-faceted strategy
17 include an outreach program to minority middle school
18 students, which exposes these children to the university and
19 its community through an overnight and/or day long series of
20 planned activities.

21 Secondly, we have expanded efforts during
22 orientation to convey the university's commitment to the
23 value of diversity and multi-culturalism. This has included
24 a recent remake of the film shown during orientation to
25 reflect more the diversity on campus as well as to convey a

1 more forceful message in reference to expectations of
2 behavior in entering a multi-cultural environment.

3 An additional initiative is the requirement that
4 all new resident assistants, or RE's, enrolled in a
5 semester-long course, which addresses diversity, in addition
6 to all RE's receiving additional training in diversity prior
7 to the beginning of each semester.

8 We have also established a standing committee
9 comprised of Student Affairs professionals whose
10 responsibility it is to accept the quality of life on campus
11 for special population students.

12 We also have completed the recent revision of the
13 staff appraisal tool. The revision will include, and in
14 fact, does include, excuse me, an evaluation of staff
15 performance in the areas of diversity and pluralism. This
16 revised staff appraisal tool will be used for the first time
17 this spring.

18 And another initiative has been the development
19 and institution of the Student Opportunity for Access and
20 Retention Program, better known as Project Sore. This
21 program provides under-represented students with scholarship
22 dollars and the guarantee of cooperative education
23 placements during their junior year, in addition to the
24 opportunity to receive scholarship dollars from such
25 businesses as IBM, Aetna, Caldor's and The Hartford Courant.

1 And last, the annual offering of a minority career
2 fair, which features Connecticut and New England corporate
3 and business representatives. In this, the second year of
4 the fair, a voluntary monetary donation was made by UTC for
5 its continuation.

6 Planned activities in the areas of Student Affairs
7 includes a joint study with the Office of Affirmative Action
8 Programs, to determine if minorities are reluctant to report
9 on-campus acts of intolerance.

10 In addition, we will be offering next year in the
11 fall semester a college program focusing upon peer
12 education.

13 These and other approaches not outlined are
14 designed to promote the type of group in cooperation and
15 understanding we wish to achieve.

16 I will close my remarks by taking poet license
17 with the words of Gloria Yamato (phonetic), in Making
18 Face, Making Soul, creative and critical perspective by
19 women of color, quote, "Many believe that prejudice can be
20 dealt with effectively in one hellifying workshop or
21 one-hour-long heated discussion. I've run into folks who
22 really think that we can beat this devil, kick this habit,
23 be healed of this disease in a snap. In a sincere blink of
24 a well intended eye, presto, poof, prejudice disappears.
25 We've dealt with our prejudice, now we can go to the beach,

1 some people seem to think."

2 We, in Student Affairs, are not at the beach.
3 Thank you.

4 MR. SANABRIA: Thank you, very much, Dr. Terry.
5 Dr. Ting?

6 DR. TING: I'm a member of the committee, and I'd
7 like to follow to give some observation. And since I'm the
8 only Asian American in this level as executive at UConn, so
9 I may tend to speak a little bit more about Asian Americans
10 at University of Connecticut.

11 One of the things, it's a very difficult issue.
12 The difficult issue, we have to understand what constitutes
13 as a minority. In particular difficult as Asian American.
14 Asian American is not a homogeneous group. It's a very
15 diverse group from very broad cultural backgrounds,
16 particularly Asian Americans in this country, because the
17 previous (inaudible) laws and conditions that made it very
18 difficult to say what is Asian American group.

19 Let's take a look at that before 1965, the
20 discriminatory immigration law, most Asians, unskilled and
21 not very well educated, and being restricted living in this
22 society, and their children not given opportunity to be well
23 developed. So they live in here in urban ghetto, or in farm
24 community, or doing domestic work, et cetera, et cetera.

25 But after 1965, the preference system give

1 preference to immigrant, more professional people. And,
2 therefore, large number of highly educated professional
3 people immigrate to this country, establish themselves and
4 accept this country as their own. This very large number of
5 professional people certainly made a good impression. They
6 worked hard, they educate -- they highly educate, they
7 appears to successful to some degree. Then large number of
8 refugees came out of Vietnam War, very large number of them
9 came, so the Asian American growing rapidly. But they're
10 not that well educated, they have language problems and all
11 that. Now, here is very difficult situation. Somehow, that
12 - we being pushed into and labeled as called model minority.
13 The sink hotter. The very large number of those earlier
14 arrivals here, establish their residency here long before
15 1965. They're still in very difficult situation, they're
16 not being helped. And those newly arrival, those from
17 Vietnam, Cambodia, or from other Asian countries, most Asian
18 American, large number foreign-born. They have a difficulty
19 in language, they have a difficulty to understand the social
20 customs and et cetera. So they're not being helped that
21 well. Now, with this modern minority concept, everywhere,
22 and I urge you, this Commission, that Asian American still
23 not officially being accepted as a minority group. In many
24 places, federal government, state government, at the
25 university too, who is going to help that large number of

1 those poor Asian American living in ghetto, living in
2 farming community? Their economic situation is very poor.
3 They do not have the opportunity of those small, not that
4 small of course, the professional group. (Inaudible) with
5 professional groups, so called modern minority. They came
6 with -- from bring with them -- the better education, they
7 bring with their heritage, (inaudible) for knowledge, so
8 they work very hard. They appear to be successful, but to a
9 degree. First, in the new community, they take a little bit
10 easier one, but they also have language problems, easier one
11 in science technology. Not because they're born with it,
12 because that language is a little more universal, therefore,
13 we work hard, appear to be successful in that.

14 But look at Asian culture. They good in
15 philosophy, they good in social leaders, they have a lot of
16 good statesmen, and their literature is wonderful. As a
17 matter of fact, I am pointing out, that in Nineteenth
18 Century, when Asia being invaded by many other culture,
19 particularly European culture, it was the science and
20 technology defeat Asian. So Asian American is not born with
21 their talent only in science and technology.

22 In other potentials, we have no opportunity or
23 little opportunity to develop. In essence, if you look at,
24 many Asian American succeed in science in academia as a
25 professorial. But when they seeking for higher leadership,

1 the glass ceiling comes into and it force no place to go.
2 Now, in this case I want to point out that Asian American be
3 sandwiched at the lower end, those Asian American in
4 ghettos, in farming community, they get no help because
5 they're not officially minority group. They always been
6 pointing your model minority, but actually, they are no
7 different than anybody else. They need help. For those be
8 labeled as model minority, they in pocket, taking hold into
9 areas that you're in science and technology. Stay there.
10 So I think we should deal with this in a much open mind to
11 look at it, that every group do not have a stereotype
12 pattern. And so do all other groups. That we should look
13 at as a goal to help each individual to fulfill that
14 individual's full potential.

15 Let me turn down to -- turn into, into educational
16 area, and the admission policy of various university, one of
17 the things looked at by many individuals or groups in the
18 federal government to invest -- is there any discrimination?
19 Some will point out that the many leading universities,
20 those with excellent Asian students, those are these
21 professional, highly achieved Asian Americans, their sons
22 and daughters. How about those in the ghetto area? How
23 about those still in the farming community? How about those
24 newly arrived Asian Americans from Cambodia, Vietnam, or
25 many other areas? So, we must look at admission as treating

1 as each individual, to help individual to fulfill their
2 educational dream, give them opportunities.

3 How about in terms the employment? The most Asian
4 being (inaudible) say you're good in science and technology.
5 We're being forced into that area. How about other areas?
6 Even in the science technology, it's also limited in
7 physical sciences. When this become more socially related,
8 then drops dramatically.

9 I want to pointing out some of statistics come out
10 of our university here, University of Connecticut. Let's
11 look at the profile of the work force. Majority of Asian
12 American male, sixty percent of them is a faculty, thirty
13 percent of them is in the professional non-professorial.
14 How about Asian female? It's twelve point five percent in
15 the professorial. It's thirty-four percent in professional
16 non-professorial. Forty-four point seven percent is
17 maintenance and service group. We're not being treated as
18 normal. And look at how overall it look like. Overall
19 profile, that forty-one percent is in faculty in overall
20 male, four point five percent is in executive managerial,
21 but in Asian male, only one point five percent. How about
22 female? Overall, it's thirty-one percent in professional
23 and non-professorial. It's thirteen point five in
24 professorial. So, women really being discriminated against
25 in this profile shows. Two point two percent in executive

1 and managerial level. But how about Asian male, so far
2 zero. Now, so I want to show you that there's two
3 dichotomy, one, at high level, you have a glass ceiling,
4 lower level, you have very large number being clustered in
5 the level.

6 Now, I would say UConn has been conscious about
7 this issue in recent years, due to some very hard-working
8 individual and administration, and we have established a
9 faculty, Asian faculty and staff association. We intended
10 to establish Asian studies program, we intended to have
11 Asian cultural centers, we only recently start to begin to
12 collecting Asian-related literature in our library. The
13 pace is slow, too slow. So, I urge all of you helping us,
14 to put Asian in (inaudible) as minority group, understand we
15 are diverse group, and to help to push these programs, so
16 that we have a better situation in the future.

17 MR. SANABRIA: Thank you, Dr. Ting. Dr. Rios is
18 next. Can I only encourage that we try to stay within about
19 a five-minute limit, because we do have many, many more
20 panelists that we wish to hear from this morning.

21 DR. RIOS: Okay, well, let me begin by saying that
22 I think that if you look at the University of Connecticut,
23 you also have to look, and in terms of the national debate
24 of what is bilingual and multi-cultural climate, per se.
25 And by that I mean, we have forces nationally like the

1 National Association of Scholars, who basically want to
2 still have the eurocentric, the more or less the melting pot
3 point of view. When we talk about multi-cultural
4 environments, we have people of color basically, and also
5 people in terms of issues of gender, and issues affect
6 orientation of, say, that a multi-cultural climate means all
7 of these things together, besides the European point of
8 view. And I think that when you look at the university, you
9 have to take that into account when you talk about minority
10 groups and that kind of environment. And having said that,
11 I want to say that part of the national debate that's
12 occurring on that level is also occurring in the University
13 of Connecticut. So, when we talk about reforming the
14 curriculum, when we talk about recruiting minorities, it's
15 also what type of minorities. By that I mean, when you get
16 into the specifics of what are we trying to do, you also
17 have to understand that you not only have advocates, but for
18 every advocate, you have somebody saying the opposite. And
19 when I look at that and I talk -- I'm talking specifically
20 about the Latino agenda, one of the things we do say is that
21 the Latino agenda, like the African American agenda and the
22 Asian agenda, is a very diverse group into itself. Latinos
23 come from maybe twenty different countries. We know you can
24 be black, white, Indian, or a mixture of all three and still
25 be Latino. One of our basic problems, though, this country,

1 in terms of what we call a cultural press. It tells Latinos
2 you're either white, if you trying going from (inaudible) to
3 one, and go back (inaudible) accent and your moustache, or
4 you can become black and beautiful. So, one of our agendas
5 has been saying that you have to sit back and understand
6 that also some component of the Latino, can say they've been
7 here a long time before Jamestown, a hundred years and more.
8 Others are recent arrivals, no different than the Asian
9 American experience. No different, also saying than even in
10 the African American experience, we have three million
11 African Americans who could also say they've been West
12 Indian and part of that agenda. Applying that to the Latino
13 agenda, the University of Connecticut, and I'm trying to
14 talk fast, five minutes, per se, is that we know that we've
15 been in terms of an active (inaudible) at the University of
16 Connecticut for twenty-three years, yet, it takes the fact
17 that you have to establish an institute of African American
18 Studies, as well as an Asian studies program, for us to
19 finally tell the administration, "Listen, we've been doing
20 this for twenty-three years and now you're doing it for the
21 other groups, why not us?" It seems like we're always at
22 the back of the bus. And part of the agenda is saying that,
23 and we will have incidents -- some of our students, for
24 example, once student left the university because he didn't
25 get along with a roommate, made a little ad in the

1 Chronicle, and Daily they said, you know, people, you're
2 nothing but a cockroach, and they used to send him
3 cockroaches, those (inaudible) urban settings, know that
4 (inaudible) in other words, saying like Latinos and
5 cockroaches. The student doesn't want to press charges.
6 Sometimes (inaudible) times that we tend to also be at times
7 passive, and at times, when we do take action, it's almost
8 too late or after the fact. Now, having tying all this
9 together is, within the university, I would say, the same
10 action applies to us that applies to other groups. Last
11 ones hired, first one fired. We've been in an economic
12 crisis, most of the Latinos at the University of
13 Connecticut, approximately eighty-five percent, have been
14 classified maintenance level. We have one Puerto Rican
15 faculty, and ten Latinos in general faculty at the
16 University of Connecticut. Statewide, we do have five
17 Puerto Rican faculty. It's now this year that we're finally
18 getting the other position that was promised back in 1976
19 under mandate from the Board of Trustees. The frustration
20 that we feel at times is that within the multi-cultural
21 agenda, that even though you try to be logical, you will try
22 to get your message across, and use your data, you use your
23 degrees, and sit in committees and do this all the time,
24 year after year, there seems to be a climate that only when
25 you call a press conference, because you had a racial

1 incident, would you get attention -- would you get something
2 in resources. And it's ironic that now, while everybody's
3 talking about budget cut-backs, and we've had to eliminate
4 positions, that the University is committing itself to an
5 Asian American Cultural Center, to Asian Americans Studies
6 and to an Institute of Puerto Rican/Latino Studies. I would
7 say, speaks highly for the administration, you know, Harry
8 Hartley, it also says something that when we look at the
9 university, they're saying, "Well, why are you firing those
10 people and giving those resources to those minorities?" And
11 then we have to go around saying, "Well, we were asking for
12 this seven years ago. We were asking for this twenty years
13 ago when the resources were there." But part of the debate
14 of the reform the university into a curriculum, we have to
15 understand that the context and it's part of the national
16 agenda, as reflected for the state agenda, in terms of the
17 resources. By that I mean, that any resources we allocated
18 UConn, we only have deal internally for the university
19 channel through the faculty, et cetera, et cetera, we'll go
20 back to the State Legislature and say, why are we doing
21 these things? And it's within that climate that, I think,
22 part of the Latino agenda, and there's a sense of
23 frustration that while we've been saying these things for so
24 many years, they're almost saying now, well, the money's not
25 there, our resources are closed, and that's the way it is.

1 I do want to sum up by saying though, that we've
2 looked at many universities nationally, and this University
3 of Connecticut, in place right now, it has the resources to
4 be one of the most prominent multi-cultural institutions
5 nationally, (inaudible) about it. I think if it's not being
6 so reactive in terms of strategy, had they really put a
7 (inaudible) multi-cultural studies affairs, with some teeth
8 and resources in which you would combine all these multi-
9 cultural units, because many times, and we've been proposing
10 this for several years, but again, they're issues of
11 (inaudible), issues of fear, issues of reaction, we have to
12 get beyond that. So, let me sum it up by saying is, UConn
13 is a reflection of the real world out there. I -- if
14 anything we shouldn't be surprised that the incidents are
15 not as high as they are, given where students come from.

16 MR. SANABRIA: Thank you, Dr. Rios. Ms. Clemons?

17 MS. CLEMONS: Thank you. I speak slowly, so I'll
18 have to stick to a few points. Thank you.

19 Coming this late in the series of speakers all
20 morning, I think many of the major points that I feel are
21 critical have been raised. For one, the University of
22 Connecticut, even though it's in eastern Connecticut, where
23 some people think is a great distance off, is affected by
24 the world immediately around it, it's affected by the state,
25 and certainly affected by the nation. And we cannot escape

1 the demographic changes, we cannot escape the economic
2 changes, nor do we -- we don't want to escape the
3 demographic changes. But I see the combination of the
4 increase in all kinds of diversity, the increase in rising
5 expectations and the leveling off of economic resources.
6 There's a combination that could possibly threaten us if we
7 do not be very careful to plan and actively strive to make
8 things work right. And I agree with Dr. Rios, that we have
9 the potential to be perhaps the best multi-cultural
10 institution in the country.

11 For my own benefit, I had just isolated what I
12 thought were potential problems of most critical to us and
13 the potential virtues. And I'll speak about the virtues
14 first. By way of explanation, one of the earlier speakers
15 on the student panel said that we have good procedures, good
16 policies, they all address things that go wrong, or address
17 the backlash, as opposed to being more proactive. Well, by
18 profession, I work on the problems and deal with the
19 backlash, so that will color much of what I have to say.

20 At the University of Connecticut in 1992, and I
21 think I speak for Storrs and the other campuses that relate
22 directly to Storrs, we have, to our benefit, more people,
23 more organizations, more networks, that are advocating
24 positive change, making suggestions, standing up for rights,
25 and generally, making a more constructive dialogue on the

1 issue. That's more than I've ever seen in the past fifteen
2 years. And maybe that's not good that it's more, but I
3 think that it was so bad before, but I think we are doing
4 well in that area. We have more resources directed at
5 multi-cultural interest and with more coming, which is
6 working to our benefit. We're beginning to have more
7 opportunities to talk on issues that are serious. And we
8 have more formal professional counseling and advising going
9 on, although most of it is in the department of residential
10 life, that is a large population of people who are working
11 directly with students, and I think that's very critical.

12 Now, what do I see as being some of the barriers?
13 The first on my list, and I may not be representative of
14 everyone, is that so often when we think of what is wrong,
15 we think of the UConn campus as defined by the immediate
16 acreage. We don't think of the outside world and we don't
17 factor that into our resolutions. It's an -- that is an
18 attitude, rather a narrow-minded one, I'd say, a provincial
19 one.

20 We have not yet a -- a second one is, not yet
21 succeeded in bringing either employee groups or student
22 groups who are minorities comfortably into the mainstream.
23 We're working on it. We have not succeeded. And in fact,
24 we have pockets of what I would call semi-segregated
25 populations. Someone -- many people have alluded to, that

1 we, like many institutions and organizations, may be crisis
2 oriented, we respond to press conferences, events,
3 incidents, that more rapidly than we do to ongoing needs to
4 plan. That is changing, but up until now, that has been
5 part of the case. And I mentioned before, there is more
6 likelihood of competition for scarce resources than there
7 have been.

8 What do I see as perhaps some of the approaches,
9 and again, I'll stick with my fix-it orientation, fix the
10 broken problems, since I'm probably more adept at that than
11 the other side. One thing that is going very well that I
12 think is setting us in the right direction. For the first
13 time, perhaps, in the history of this institution, and maybe
14 in any higher institution in Connecticut, people in
15 positions of authority, such as the vice president's level,
16 associate vice president's level, the whole administration,
17 are actually being evaluated on their success, cooperation
18 with Affirmative Action and multi-cultural agenda. We've
19 had the rhetoric for years. We've not had the practice
20 until recently, and I think that is a major breakthrough.

21 Another, and I'm not trying to flatter my boss, I
22 know he's out there, but I'm not trying to flatter
23 Dr. Hartley, but I have to give -- I have to say this, this
24 is for me, a breakthrough. We're about to have in June,
25 after commencement, a manager's conference, meaning the high

1 level managers in particular, that is devoted to the civil
2 rights agenda. That's the first one in this decade. Well,
3 not the nineties, the last ten years, that framework for the
4 decade.

5 My last observations are that there are always
6 going to be peaks and valleys in the rate at which you
7 approach issues, whether you see them as problems or not,
8 you cannot give your maximum attention to every single event
9 or a kind of program at all times. Therefore, we have to
10 plan, we have to make our systems carry us through some of
11 the valleys. That means that we cannot leave any of our
12 human resources unattended, whether they're multi-cultural
13 resources, or more traditional human resources. That means
14 there has to be some mechanism in the system that is dealing
15 with the human problems, the interpersonal disputes, whether
16 they're racially based or otherwise. There has to be
17 someone in the system involved with training. You cannot
18 give anyone multi-cultural orientation programs if there is
19 not apparatus for giving people employees student/staff
20 programs. It cannot happen in isolation.

21 Finally, I believe that we are about to, but we
22 must continue, making certain that these -- the kinds of
23 issues we're discussing here today at this hearing become an
24 integral part of the institution, become core issues, core
25 thrust and not fashionable or reactionary kinds of things

1 that we do to satisfy special interest groups, or to respond
2 to individual incidents. They have to become as vital -- as
3 paying people who work, dispensing grades, and posting them
4 on walls, whatever the apparatus to run an institution, all
5 of this has to be fed into that system so that it becomes an
6 ongoing part of our environment.

7 MR. SANABRIA: Thank you, Ms. Clemons.

8 Dr. Savage?

9 DR. SAVAGE: Mr. Sanabria and Advisory Committee,
10 thank your for the opportunity to air my thoughts today. I
11 shall be brief.

12 In our nation, we have traditionally thought of
13 diversity in the context of legal or moral imperatives. But
14 then our institution's diversity can be addressed from
15 several different perspectives, each with a different
16 agenda.

17 Civil rights seeks to end discrimination and
18 racism and to comply with legal requirements. It asks:
19 What do civil rights-related laws guarantee our employees
20 and our students?

21 Women's rights focuses on eliminating sexism,
22 asks: What can be done to eliminate discrimination against
23 women?

24 Humanitarianism, based on a view of the human race
25 as a brotherhood, seeks to foster good relations through

1 enhanced tolerance, acceptance and understanding of
2 individual differences. The question here is: What can be
3 done to enhance relations among all peoples for the good of
4 the human species?

5 Next, moral responsibility. Individuals seek to
6 live their moral beliefs by doing the right thing, asks:
7 What do our moral beliefs and standards dictate that we
8 should be doing?

9 And social responsibility. The objective is to be
10 a good corporate or institutional citizen, socially
11 responsible managers who want their institutions to act in
12 ways that benefit society. Social responsibility asks:
13 What do the best interests of society dictate that we should
14 do?

15 All of these perspectives are legitimate. None is
16 superior to another. In one way or another, they have
17 inspired most of the current programs that organizations and
18 institutions use to deal with the issues that tend to show
19 up when the work force or student that is diverse. These
20 programs cluster under two umbrellas; affirmative action and
21 cultural awareness are sometimes done as valuing
22 differences.

23 A new perspective is suggested. That is,
24 management. Here the managers place priority on the
25 interest of their institutions or corporations. The

1 questions are: What do I, as a manager, need to do to
2 ensure the effective and efficient utilization of employees
3 in pursuit of the institutional mission? And what are the
4 implications of diversity for how I manage?

5 The new approach is a move away from the
6 historical assumption that the solution to diversity is
7 assimilation. Affirmative action has been the chief, often
8 the exclusive strategy for including and assimilating
9 minorities and women into the institution or the corporate
10 entity. Sometimes institutions are spurred by legal
11 requirements, sometimes by moral beliefs, sometimes by a
12 sense of social responsibility or all three.

13 Affirmative action programs grew out of a series
14 of assumptions. One, the mainstream of U.S. institutions is
15 made up of white males. Two, women and minorities are
16 excluded from this mainstream because of widespread racial,
17 ethnic, and sexual prejudices. Third, such exclusion is
18 unnecessary, given the strength of the U.S. economic edifice
19 and the educational system. Fourth, furthermore, it is
20 contrary to both good public policy and common decency, and
21 finally, therefore legal and social coercion are necessary
22 to bring about a change. Affirmative action programs have
23 taken one of three tracks. Passive, that is, take the
24 necessary steps to ensure compliance with the law of the
25 land. Eliminate blatant expressions of discrimination and

1 educate employees on what is acceptable behavior.

2 Another one is the pipeline approach. That is,
3 they do what the passive managers do, but they also have
4 creative programs to enhance assimilation of minorities and
5 women.

6 And third, there is the hierarchy or the upper
7 mobility approach which typically succeeds in attracting
8 qualified, qualified meaning those most likely to mesh with
9 institution's current culture, minorities and women, but
10 must continue their interventions to avoid losing past
11 successes. They are caught in a frustrating cycle. Too
12 often hiring the right women or minority doesn't necessarily
13 solve the original problem. The newly hired employees don't
14 progress as expected. White males complain about
15 preferential treatment and reverse discrimination.
16 Minorities and women are uncomfortably aware of the stigma
17 of affirmative action activities. Everybody's unhappy.
18 Employees feel stuck and frustrated. Managers still have
19 their resolute problem. In addition, they are not given
20 credit for good faith effort. Discouraged, they quit
21 trying. At this point, the realization sets in.
22 Affirmative action is placed on the back burner. This stage
23 continues until the next crisis prompts action. And the
24 cycle is repeated. The three approaches lead to glass
25 ceilings for women, and premature plateauing for minorities.

1 The cycle begins with recognition of a problem, then the
2 crisis, excessive turnover, in adequate upper mobility, are
3 disproportionate lay low morale.

4 Central to the problems associated with
5 affirmative action is that it was never intended to be a
6 permanent tool. Its intent was to fulfill a legal, moral
7 and social responsibility by initiating special efforts to
8 ensure the creation of a diverse work force and encourage
9 upper mobility for minorities and women. It is a government
10 prescription that is artificial, transitional and temporary.
11 It give release -- relief rather, from the negative
12 consequences of past people practices and gives time to
13 correct action, not to take corrective action. The question
14 is: What corrective action? Acceptance, tolerance and
15 understanding of diversity are good, but not enough to
16 create an improved and empowered work force, to impart,
17 empower a diverse work force, to reach their full potential,
18 managing diversity is needed. Managing diversity asks:
19 Given the competitive environment we have and the diverse
20 work force we have, are we getting the highest productivity
21 possible? Does our system work as smoothly as it could? Is
22 morale as high as we would wish? And are those things as
23 strong as they would be if all the people who worked here
24 were the same sex and the same race and the same
25 nationality, and have the same lifestyle and value system

1 and the same way of working? If any answers are no, then
2 the solution is to substitute positive for negative aspects.
3 That means changing the system and modifying the core
4 culture.

5 Managing diversity is a new approach. It is not
6 entirely unrelated or incompatible with other diversity
7 approaches. Managers who wish to have maximum options when
8 dealing with employee diversity will want to use all three
9 approaches; affirmative action, valuing diversity and
10 managing diversity. Effectively doing so, however, requires
11 a clear understanding of the action implications of each
12 approach.

13 I should like to thank the Advisory Committee for
14 this opportunity to air my thoughts on this new approach,
15 which is a move away from the historical assumption that the
16 solution to diversity is assimilation.

17 MR. SANABRIA: Thank you very much. Thank you,
18 panel, for your comments. We -- just a couple of thoughts
19 that we had that we'd appreciate your comments on.

20 First, Dr. Terry, you mentioned a number of
21 programmatic procedures and solutions that the university
22 has put in place over the past ten years. Have you been
23 able to measure any significance in the change or in a
24 positive change in the retention of students of diversity
25 and of color over that period of time? Is their graduation

1 rate similar or better or equal to the main population?

2 DR. TERRY: Yes, there has been an increase in the
3 retention rate for minority students within the UConn
4 committee. And we do have that data that reflects that. I
5 don't have it with me. But there has been significant
6 increase, yes.

7 MR. SANABRIA: That's very good. Let's see, what
8 else do we -- here's a general question that we have as a
9 question to you, and it's whoever chooses to respond, can.

10 How do you balance this pursuit of
11 multi-culturalism where you are trying to bring different
12 groups together, when by definition alone, that pursuit has
13 an emphasis in study on information away from the dominant
14 culture that has created the very traditions and structures
15 of this -- of your university campus or the country in
16 general? How do you see the balance on that as you pursue
17 multi-culturalism?

18 Would anyone like to --

19 DR. SAVAGE: I should like to just say that how
20 you could suggest an examination of the institutional's core
21 culture. We should not try to make everybody the same. We
22 should look at the core, look at the roots of our
23 institution and re-examine them to see that we are willing
24 to accept diversity. We are truly not trying to be a
25 melting pot. Solid, would more describe as solid, would be

1 more descriptive of what we are, of what our institution
2 should be.

3 MR. SANABRIA: Dr. Terry?

4 DR. TERRY: To build upon what Dr. Savage has
5 said, the whole notion in terms of diversity is moving from
6 diversity to pluralism. And pluralism carries with the
7 notion where in each individual group is able to acknowledge
8 its culture as well as to become knowledgeable of the
9 culture of the mainstream, for want of a better way of
10 saying it, and also, that the majority of mainstreamed
11 culture will also acknowledge the minority group's culture.
12 So, we talk in terms of pluralism, where there is an
13 acceptance of diversity, a celebration of, a support of, and
14 do not think in terms of assimilation, because there you
15 have groups to lose their cultural heritage.

16 DR. TING: I would like just a quick respond that
17 during, this month is the Asian History Month at UConn. I
18 have given the opening speech. In your typically indicate
19 that the melting pot is an erroneous concept. And I think
20 we should look at like a pot of a stew. The stew within,
21 the meats and the vegetables, each has its own distinct
22 characters, unique contributions. But then we put together,
23 the stew is the one tastes good, and that should be the
24 case, not some mainstream or core forever not going to
25 change.

1 DR. RIOS: And I just want to add, you know,
2 generally, they put, call it a melting pot or the salad
3 bowl, the stew thesis. And one of the things we want to say
4 is that I think there are elements of both, and what we're
5 saying in a multi-cultural environment, both are necessary
6 in the sense that we know we have some African Americans and
7 some Latinos and some Asian Americans that would make
8 Patrick McKenna look like a (inaudible). And it's okay if
9 they have that agenda. At times, either you have to be this
10 way or not that way. And I think the national debate is
11 part of saying it's okay to be this, but it's okay to be
12 that. And, you know, there is another larger issue here of
13 tolerance, and I think that's one of the things we have to
14 foster.

15 MR. SANABRIA: Okay. We can't leave you out.

16 MS. CLEMONS: No, you can't leave me out. I think
17 one of the things that I encounter in discussing this is
18 that some people who are apprehensive about
19 multi-culturalism or pluralism, have the assumption that the
20 separate groups will all be acting in the same place without
21 interacting, and that there will be no common thread. My
22 assumption is that in a community of any size, either a
23 campus or a nation, that there will be a common thread that
24 holds us together, but it will not restrict us to the point
25 that we cannot be individuals -- or our group identity

1 cannot be manifest.

2 MR. SANABRIA: Very good. And just two quick
3 follow-up questions. There was reference to a Project SAUR,
4 minority student scholarships. Is that scholarship
5 available to all minority groups?

6 DR. TERRY: Yes, it is.

7 MR. SANABRIA: Okay. So all of the different
8 groups that you spoke of would be --

9 DR. TERRY: Right. Yes, they can.

10 MR. SANABRIA: -- eligible to apply --

11 DR. TERRY: We recruit in the -- all of the high
12 schools, and it is open to any under-represented student.

13 MR. SANABRIA: Okay. Doctor?

14 DR. TING: I have to counter to that observation.
15 I think Asian group definite is not in that group. And if
16 you look at -- I do not see any Asian scholarship to give to
17 any Asian students.

18 MR. SANABRIA: Thank you. And then I had a
19 general question. Early on, Dr. De Rocco mentioned the
20 policy of the Board of Governors and how that should be
21 implemented down through the different universities. If
22 it's fair to ask one or two of you, at least, are you
23 familiar with that and are you involved in the development
24 of action plans in response to that policy?

25 MS. CLEMONS: Yes.

1 MR. SANABRIA: Yes, Ms. Clemons?

2 MS. CLEMONS: My office is responsible for the
3 university's plan for pluralism that grew out of the DHE's
4 (phonetic) Board of Governor's policy. The components of it
5 are essentially community education, publicity related to
6 the discrimination and harassment policies and other
7 multi-cultural endeavors and training programs. I don't
8 have details of that with me, but yes, we're acting on it.

9 MR. SANABRIA: Would that be available to us --

10 MS. CLEMONS: Yes, it is available.

11 MR. SANABRIA: -- for our research work?

12 MS. CLEMONS: Yes.

13 MR. SANABRIA: Okay. And we could pick that up.

14 And then I had --

15 DR. TING: May I make a clarification? I think
16 that your question specifically relate to Project SAUR. And
17 my answer was; look at the phenomena of the university
18 currently. But as far as the SAUR alone, that I don't have
19 specific information.

20 MR. SANABRIA: Thank you. And just to close,
21 Dr. Terry, you mentioned that there would be some data
22 available. Could we also -- will we be able to secure that
23 for --

24 MS. CLEMONS: Yes, you can.

25 MR. SANABRIA: -- so that we can put that into

1 our --

2 MS. CLEMONS: Yes, I will provide it to the
3 Committee.

4 MR. SANABRIA: Thank you. And I'd like to thank
5 all of you for your participation and appreciate you being
6 here today. Thank you. Okay.

7 We have one more panel before we take a lunch
8 break, and that is a group of faculty members from the
9 University of Connecticut at Storrs. And I trust that
10 either all or some are here. Dr. Donald Spivey, Director of
11 African American Studies Institute; Professor Ronald Taylor,
12 Department of Sociology; Dr. Peter Luh, School of
13 Engineering; Dr. Julio Morales, School of Social Work; and
14 Dr. Gary King, Community Medicine and Health Care.

15 So everybody's here then. Okay. Okay. We start
16 with Dr. Spivey? Are we in order here?

17 DR. SPIVEY: Thank you. Distinguished members of
18 the Advisory Committee, my name is Donald Spivey. I am
19 Professor of History and Director of the Institute for
20 African American Studies at the University of Connecticut.
21 I shall be brief, which is very difficult for a historian,
22 but nevertheless.

23 I will not give you a string of examples of racist
24 acts and other acts of intolerance that have occurred on the
25 UConn campus. There have, of course, been many of these

1 deplorable and despicable actions at the university and at
2 colleges and universities throughout the nation. Why, is
3 what I would like to address in the few minutes allotted me
4 here.

5 Black folk, on and off campus, routinely
6 experience what Joe Fagan at the University of Texas has
7 called micro-aggressions; daily insults and put-downs
8 because of their color. As a black person in this society,
9 and as a historian of the African American experience, and
10 having lived and taught in the mid-west, west coast and east
11 coast, I find nothing new about the issues we are addressing
12 here today. This for me is personally very sad. This could
13 be the commission hearings in 1949 or 1963. We talk about
14 multi-culturalism and Afro-sentrism today, but more than
15 forty years ago we were talking about the same thing,
16 although the terminology was different.

17 I had a personal flash of deja vue when I heard
18 the students this morning. And when I looked at the names
19 of student participants and saw one named Howard Lindsey on
20 the program for this afternoon, fascinating. One of my very
21 best friends is Professor Howard O. Lindsey, who is a
22 historian at De Paul University in Chicago. That Howard
23 Lindsey was a student activist at the University of Michigan
24 in the 1960's and helped start the black student on that
25 campus, and is a founding member of the National Council for

1 Black Studies. Lindsey was engaged in student activism at
2 Michigan at the same time that I was engaged in similar
3 activity at the University of Illinois to (inaudible). So
4 please, excuse my flash of deja vue. I trust that the
5 Howard Lindsey who is on the panel of students this
6 afternoon does not have Otis as his middle name. If he
7 does, I may begin to suspect that all of us here may be
8 trapped in an old re-run of the Twilight Zone.

9 Let me return to my original question of why. Why
10 are the racist acts and other acts of intolerance occurring
11 on our college and university campuses today? The answer to
12 that is the same answer to the question of why the sales -
13 clerk is not helpful, why the kid working at the local
14 McDonald's doesn't say thank you, why the student at your
15 office door comes in without knocking, why some employers
16 think that blacks, Latinos and other people of color won't
17 work hard, or why some men think that there are some
18 professions and occupations that women can't excel at, or
19 why some people hold stereotypical views of Asians, or blame
20 the Japanese for America's economic woes. It is the same
21 answer to why that, I would suggest, is the something that
22 unites Gerald Gills study, Meanness Mania; The Changing
23 Mood, to Paula Rothenburg's Racism and Sexism; An
24 Integrative Study, to Ronald Takaki's Iron Cages: Race and
25 Culture in the 19th-Century America, to William Chafe's,

1 Civilities and Civil Rights. It seems to me that it is the
2 same answer to "why" that is found, albeit peripheral at
3 times, in the various commission reports of the 1960's: the
4 Walker Report, the Skolnick Report, the Graham and Gurr
5 Report, and of course, the Kerner Commission Report. What
6 is the one underlying cause that runs through all of these
7 reports, books and studies that examine police brutality,
8 race riots, gang violence, racism, sexism, harassment,
9 xenophobia, homophobia, campus unrest? I'm not
10 reductionist, but the one common factor is, and I believe
11 one of the student panelists said it this morning, is
12 ignorance. The basic lack of understanding of one another,
13 and hence, a basic lack of respect for one another as human
14 beings. The problem of intolerance that we have on our
15 college campuses is symptomatic of the problem that is
16 pervasive throughout the larger society. We are a society
17 that with the passage of each day is becoming fundamentally
18 less educated. As one noted scholar said many years ago,
19 "Civilization is only one generation deep." I fear that
20 assessment is correct. So when we fail, as we have been
21 doing, to provide quality education at the primary and
22 secondary levels, fail to give proper nurturing in the home
23 and positive role models specifically, there should be no
24 surprise when we as a society reap the bitter fruit produced
25 by a lack of proper cultivation. We are in the midst of an

1 epidemic. Ask yourself how bad is the situation if these
2 manifestations are occurring on college campuses, the
3 citadels of learning and knowledge, the ivory towers of
4 tolerance.

5 What must we do? First, we must identify the
6 enemy and that enemy is foremost, I believe, ignorance.

7 Second, as Kwame Nkrumah once said: "Thought
8 without action is meaningless." Having identified our foe,
9 we must declare war on ignorance, like the war on poverty in
10 the 1960's, and commit ourselves to educating our population
11 at every level, inculcating them with an appreciation of and
12 respect for human diversity.

13 Our universities and colleges must take the lead
14 in this initiative. We are, after all, at the top of the
15 educational food chain, and as such, the responsibility to
16 spearhead this war on ignorance falls upon us.

17 Third, we must, in my opinion, develop micro and
18 macro plans of action at every college and university in the
19 United States. The Institute for African American Studies
20 at the University of Connecticut, there is a micro effort.,
21 but we are trying to do our part. The Institute is involved
22 in educating the campus community about the African American
23 experience; recruiting more minority faculty and more
24 minority graduate students; we host a critical issues
25 lecture series that brings to campus distinguished scholars

1 of the African American Experience who share with us their
2 research and insights. We are developing an undergraduate
3 major in African American studies; and we are committed to
4 public service through our outreach program, hosting public
5 seminars and teacher workshops in Hartford and elsewhere;
6 and bringing inner-city youngsters to visit Storrs, thus
7 helping to de-mystify the university for them, and
8 encouraging them to go on to college.

9 At the macro level, the university's leadership
10 must, as a general does with an army, inventory his/her
11 holdings and effectively integrate each division, unit,
12 department and individual foot soldier into a master plan, a
13 strategic and coordinated campaign against the enemy, which,
14 in this case, is "ignorance".

15 And at the national level, the supreme commander
16 in chief must do the same. Thank you for the opportunity to
17 share these brief comments with you.

18 MR. SANABRIA: Thank you, very much, Dr. Spivey.
19 Professor Taylor?

20 PROF. TAYLOR: Thank you, Mr. Moderator. I don't
21 have a statement. I assumed that by the time you got to me
22 on the agenda that all of the things that I would have said,
23 have already been said by the various participants.

24 But I do have some general thoughts on a number of
25 things, in reaction to the comments I've heard from various

1 people, in particular, the students who appeared on this
2 panel.

3 One of the things that has always struck me about
4 the present situation on campus is how misunderstanding of,
5 in some ways, of the nature of the problem. People talk
6 about prejudice and discrimination as though these were
7 really at the core of the problem, yet, we know that the
8 polls show that attitudes of prejudice have plummeted over
9 the last twenty years. We're not talking just about
10 prejudice. We're talking about racism, we're talking about
11 a phenomena that's also built into a structure, so that I
12 know that by instituting, for example, courses on
13 multi-culturalism, which include some attention to racism
14 and the rest of it, will not be the sole solution, as some
15 people may assume, since, if in fact, we're talking about
16 the part of structural problem. It won't make a lot of
17 difference if we work very hard to change the attitudes of
18 students and their behavior, yet, (inaudible) institutional
19 structures that doesn't change. It continues, in fact, to
20 promote the problem we hope we would rid ourselves of. And
21 so, in some ways I think we underestimate the magnitude of
22 the problem in some ways. And one of the ways that I think
23 that it's reflected is in the resistance of many of my
24 colleagues to courses on multi-culturalism. They say
25 they're all for pluralism, they're for diversity, but we

1 don't want a course on this. It's too complicated, it
2 vulcanizes the campus, it creates separation among people,
3 all those kinds of things, and I say, "Well, if in fact
4 that's not the way to go, then what would you propose?"
5 Well, we don't have a solution to that, except that we think
6 by bringing all of these people together, something will
7 happen, something magical will happen. Well, as a
8 sociologist I know that in fact that will not happen. I
9 know that in fact most of our students come from highly
10 segregated environments, for certain that's true of minority
11 students, it's certainly, in particular Hispanic or Latino
12 and African American students, that's certainly the case.
13 I've had students tell me that the first time they were
14 called names, nigger, for example, was at the University of
15 Connecticut, because in that community, of course, they
16 didn't have whites, I mean, they didn't go to school with
17 white people, they didn't have many encounters with white
18 students. But if it's Storrs that they were called for the
19 first time derogatory names, that's very interesting. It
20 seems to me it tells you the degree to which our society is
21 still highly segregated and is simply not enough to bring
22 students to the college campus and hope something will
23 happen. One of the things that I've tried to do over the
24 years as a participant in our Center for Academic Programs,
25 which is a special program designed to encourage and bring

1 in minority students, in that program I've tried -- I think
2 one of the students who participated in that program pointed
3 out -- tried to, through a series of lectures, address this
4 whole issue of what race is and is not, what racism is and
5 is not, so that a clear understanding of that would help
6 them recognize a phenomena when it happened to them, so that
7 there would be no mistake as to whether we were talking
8 about simply an expression of prejudice, that's very common,
9 and what was, in fact, much more serious, and in some cases,
10 life threatening, and that is, old-fashioned racism. The
11 problem, of course, is that while many of our students
12 increasingly may recognize what racism is, institutional
13 racism, many of our faculty, of course, many of our
14 administrators unfortunately don't understand and recognize
15 what it is. And that's really too bad, and I think that's
16 part of why I say we tend to underestimate, we tend to
17 pretend that somehow by doing little things, that these
18 things will make things better. Part of the solution, as I
19 see it, is an attempt for all of us, faculty, staff,
20 students, to try and bring together a sort of coordinated
21 program. You know, you hear people in Student Affairs say
22 we have been doing all of these nice things and they are
23 important and nice things. You people, your students are
24 saying, "Well, this is what we're trying to do." And
25 faculty, some of us are saying, "This is what we're trying

1 to do." The problem is, we don't work together. We don't
2 sit down in a room somewhere, so that's -- well, how do we
3 make a better environment on this campus, as faculty, as
4 administrators, as students? Why is it that we need to --
5 why do we find it necessary to address these problems
6 separately. But part of it I understand. It's a practical
7 problem, it's a (inaudible) problem. People in Student
8 Affairs don't feel they have any jurisdiction on people in
9 Academic Affairs. I understand that. The people in
10 Academic Affairs resent people in Student Affairs saying,
11 "Let's do this." Because people in Academic Affairs think
12 they know more. They don't, of course, but they assume they
13 do. But that's part of the difficulty, and until we, as
14 these three components of the university community come
15 together and try and resolve the issue of direction, the
16 issue of what's best -- what are the best ways to promote
17 understanding and appreciation of our separateness, what are
18 the ways that we promote better understanding of each other
19 as human beings, how do we create a much more responsive or
20 sensitive environment? I, frankly, don't think we're going
21 to make much progress. We can design all the programs we
22 want separately. And I think ten years from now, we'll be
23 sitting right here across this table, talking about the same
24 thing. We were, you know, ten years ago. So, it won't
25 solve it until we get to the core of it and stop pretending

1 that racism, institutional and otherwise, is not a
2 profoundly serious problem -- a profoundly serious problem
3 and it should be taken seriously. And it will not yield to
4 easy kinds of solutions. Cutey kinds of things that sound
5 good, that are nice on the short-term, basically,
6 fundamentally doesn't get at the institutional core of the
7 problem. And I don't think we've yet taken that issue
8 seriously, and I think we should. And until we do, I think
9 we will still have complaints from students -- we'll still
10 have the tragic case of people like Peter, who talks about
11 how painful his experience has been, who now says it makes
12 no difference reporting these things, because no one is
13 sensitive enough to understand what is necessary. That will
14 not change. It will simply not change. But the same kinds
15 of reports come in from Latino students, coming from African
16 American students, indicate the same thing. I have been an
17 advocate for a point of view, which I've heard expressed by
18 several people in this room today, and that is, one of the
19 clear messages that we can send to people who are feeling
20 highly vulnerable, you see, being on a college campus like
21 University of Connecticut makes you feel highly vulnerable.
22 See, I'm not white, I'm me. And I know that you may have, I
23 assume that all kinds of things are going on behind closed
24 doors that affect my future. None of this may be so, of
25 course, but I need to be convinced otherwise, which I need

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1 to be reassured from time to time that you have my interest
2 at heart. And so, a quick response when something happens
3 is absolutely essential to me. Otherwise, I get a different
4 kind of message. The message I get is that you don't take
5 this seriously enough, at least doesn't warrant serious
6 attention. And so, we let it slide, an absolutely dismal
7 response guaranteed to undermine whatever else you do. You
8 see, because I don't care what you say. What I care about
9 most is how you act. And one of the nice things about Harry
10 Hartley, and I'm not just saying this, Harry, because you're
11 up there, and I've known Harry for twenty-eight years, but
12 one of the things about Harry Hartley that's very
13 impressive, to me, I think, as Dr. Rios pointed out, is that
14 here we're making a commitment in an environment that would
15 suggest otherwise. That's more meaningful to me than doing
16 this in good times. See, that's -- that's important, that's
17 the kind of statement I think convinces people and increases
18 morale among people when you do things you don't really have
19 to do in this context. Because I am perfectly willing, for
20 example, to accept the explanation that we don't have the
21 resources to do these things, not now, maybe next year. But
22 to make that kind of commitment in this environment is most
23 encouraging and sends the right message, not the wrong
24 message. And it is those kinds of things that, at least to
25 me, make a difference, not speeches, but actions. And

1 that's most impressive.

2 Finally, I think we need to address the whole
3 issue again of how we get around the opposition, the growing
4 opposition to multi-culturalism, that comes mainly,
5 surprisingly, from faculty for various reasons. And I think
6 we have failed to address that issue. And I think it has an
7 impact on the kind of environment that we create on campus.
8 And until we address that issue among faculty members, we're
9 going to continue to have this problem. We need to have a
10 group of people that are enthusiastic about this and
11 understand why it's important to be supportive of this kind
12 of approach. Otherwise, I think what will happen is that we
13 will continue to see pretty much what we've seen in recent
14 years on college campuses, and that is an increasing -- an
15 increase in the level of tension between racial and
16 religious groups.

17 MR. SANABRIA: Thank you very much. Dr. Luh?

18 DR. LUH: Thank you. Thanks for the opportunity
19 for me to be here.

20 Asian American issue actually was awakened by the
21 December 3rd incident in 1987, and led by several students,
22 as Peter Wan mentioned earlier, and also lead by Professor
23 Paul Bock. And let me just first present to you some of the
24 background.

25 Asian American is a large minority group on

1 campus. And undergraduate student and graduate students
2 totalled together, we have seven -- about eight hundred.
3 It's a large minority group on campus. Of faculty and
4 staff, we are second to the largest, but second to the
5 black. But for faculty members, we are the largest.

6 And also, within the state and also nationwide,
7 that's the fastest growing minority on campus. Beyond that,
8 we have about a thousand international students on campus
9 and sixty-six percent are from Asian countries.

10 All this says that there is a lot of Asian
11 Americans, and also, with international students who come
12 from Asian countries. However, there's no -- there's very
13 little cultural support, social support or psychological or
14 any recognition or support. There's no -- so far, until
15 recently, there's no Asian American Studies Program, no
16 cultural center, not part of the Minority Advancement
17 Program, and (inaudible) Dean Ting alluded to earlier. And
18 since the December 3rd instance, there are many other
19 instance occur. And since then, faculty, staff, students
20 are demoralized. We have created Asian Faculty Staff
21 Association, and the students have created Asian American
22 Students Association, United Asian Student Council, and
23 also, we are working with other minorities under the
24 leadership of Dr. Eno Riles (phonetic), called African
25 American, Latino, Asian American, and Native American

1 Coalition. It's very encouraging sign, and also, with
2 various groups working with the leadership of the
3 administration, we have made some progress and also have to
4 credit to President Hartley and also the Provost Tom Tighe,
5 for their very supportive role.

6 In the following, just let me give you several
7 very specific examples, how the (inaudible) discriminations
8 occur, and have more, I have a written statement, and also,
9 I would glad to provide more data or supportive information.

10 First is that Asian Americans are not part of the
11 minority advancement program. And also, that statewide and
12 also with the university, as Dean Ting alluded to, it's
13 not -- many times it's not regarded at minority. For
14 example, in the School of Engineering, minority program.
15 Asian Americans are not allowed to participate. And also,
16 as Dean Ting alluded to, Asian Americans are of different
17 backgrounds. And many of them are really urgent need of
18 help, and there's no place to turn to.

19 And second, many of the applications for faculty
20 positions, there are many Asian applications, but however,
21 the number of interviewed versus the number of applications
22 or number of hires out of the number of applications, for
23 Asians, it's one-third are black, and one-half are Hispanic,
24 and half of are white. I'm talking about the hire rate
25 versus the number of applications.

1 Another example is that several -- about two years
2 ago, one of the department's recruit -- wanted to recruit
3 faculty member, and in ads it says, "Preference will be
4 given to U.S. citizens and permanent residents who receive
5 all three degrees in United States." All three degrees,
6 B.S. and Master's and Ph.d.'s.

7 Another example is the presence of graduate
8 student center. Last year one -- the state was laying off
9 state employees. And unfortunately, international student
10 advisor was laid off at that time. And present of graduate
11 student center addressing to Asian American Student
12 Association with all its Asian Americans, it said to them,
13 your Visa, we have some difficulty to process. With all
14 these Asian American student need a Visa?

15 Another example is that as Dean Ting also alluded
16 to, this April is the first Asian American History Month at
17 UConn. And there's a lot of activities with a lot of
18 student organizations -- groups actually participated. They
19 got about four hundred dollars from Student Union, Board of
20 Government. And also, for the Asian Cultural Festival,
21 another five hundred dollars from President's office to --
22 for this entire month. So that's nine hundred dollars for
23 the entire month. And what they want to show the film, "Who
24 killed Vincent Chan?" they said they don't have money to
25 rent one. It cost about a hundred twenty-five dollars.

1 They have no money to rent it.

2 And there's -- we don't have a cultural program,
3 we don't have a (inaudible) program. There's no way to get
4 additional funding, so you (inaudible) meetings with faculty
5 members, just donate money. There's no place to turn to.

6 Also let me mention that several -- last week
7 there is Professor A. C. Murray (phonetic), that's really
8 not just for black, for African Americans, and also, it's
9 really a very -- it's a threat to all minority groups. A
10 piece of our robe, not around for some black materials,
11 hanging on the doorknob of Professor Murray's (phonetic)
12 office. I think this climate of minority is deteriorating.

13 And also let me mention one last thing is that
14 Asian American -- Asian language program is like orphan in
15 all the programs. There are many language programs, like,
16 for example; French has thirty-three courses; German,
17 fifty-one courses; Hebrew, eleven courses; Italian,
18 twenty-three courses; Portuguese, Latin course; Russian,
19 twenty-seven courses; Spanish, thirty-nine courses, but for
20 all Asian languages, they are grouped out of one title, they
21 called Critical Language Program. There are only seven
22 courses listed there. It's like a -- it's grouped together
23 with Spanish, Dutch, (inaudible), Finnish, Hungarian,
24 Lithuanian, Polish, and so on. My recommendation is that we
25 believe that university curriculum and programs need to

1 reflect, respond to and support diversity in American
2 population to achieve a truly multi-cultural environment.
3 We need Asian American study program, Asian American
4 Cultural Center, Asian language collections in library,
5 Asian language programs. We don't -- we think this not just
6 for Asian Americans, but for entire university community.

7 Also we believe that the institutional
8 discrimination should be abolished. Asian Americans should
9 be officially classified as a minority. The word
10 under-represented minority is very misleading. As Dean Ting
11 alluded to, many Asian Americans are really, there's no
12 place to turn to.

13 And we appreciate the leadership from
14 administration. However, we think more effort and
15 commitment is needed. Let me just say President Hartley
16 alluded to Asian American Studies Program, and the -- we are
17 searching for interim director, however, we failed once.
18 The candidate cannot accept conditions, because there's
19 nothing committed. There's no position committed, the
20 salary is not satisfactory, there are many issues. In the
21 difficult time we think we need -- we appreciate the
22 leadership of the administration. I think we need more
23 solid commitment results allocation in terms of positions,
24 in terms of salaries, in terms of many different resources
25 to have really a viable program, not just to get

1 (inaudible). And the time for action is now. It's a matter
2 of priority. I think the severity of the financial crisis
3 in the state is clear. But it may never end. We are not
4 asking very, very much. But we think this is incremental
5 and plan it and (inaudible) programs, it's really what we
6 need. Thank you very much.

7 MR. SANABRIA: Thank you, Dr. Luh. And now,
8 Dr. Morales?

9 DR. MORALES: Thank you. I'm very pleased to be
10 here, and I'm really sorry I couldn't be present for the
11 other presentations, 'cause for the few that I've been here
12 for, I've been scratching out things that I don't want to
13 say, 'cause I don't want to repeat.

14 I was at an important meeting on AIDS. I'm
15 President of the Latinos Contrastida (phonetic), which is
16 Latinos against AIDS in this state. And I say that because
17 I had to kind of toss up, like, do I go to both of these
18 important events or not, and I decided I would go to both
19 and not be there for the entire time of either. I say that
20 because I think that a problem with many minority faculty,
21 and I would dare say, perhaps even more so with Puerto Rican
22 faculty, is that we are expected to do an awful lot within
23 our communities and within academia. It's very hard for
24 four Puerto Rican faculty at the University of Connecticut,
25 that's all that there are out of a thousand one hundred, I

1 think, I once figured out that we should have a nine to ten
2 times as many Puerto Ricans to begin to approach parity,
3 based on the population of Puerto Ricans in this state,
4 which is more than five percent. That's not talking about
5 the other Latinos. At any rate, I say that because in
6 addition, to be involved in the traditional academic
7 requirements of teaching and research and publishing, many
8 of us have to be involved in community work. It's very much
9 of what is expected of the communities that are of minority
10 background in this state.

11 I would like to share one incident that I remember
12 about two years ago when there was a physician that was
13 clearly marked as a physician for Puerto Rican faculty
14 member, there was an awful lot of debate on the campus about
15 whether that person should be an academic or a community
16 activist. I thought it was a kind of a ridiculous debate,
17 because actually, both are needed, and the real issue is
18 that more Puerto Rican faculty are needed.

19 When I looked at the agenda for today, I thought I
20 had ten minutes. I hear I have less. And it became clear
21 to me that the agenda was focusing on the religious and
22 racial tensions on the campus. I think that it's imperative
23 for many groups from the private and public sectors to
24 continuously address racism and religious bias on the
25 campuses and elsewhere, but I also think that to do so

1 without looking at sexism and ableism, ageism and homophobia
2 or heterosexism, fosters the belief that there is a
3 hierarchy among suppressed groups. And that very often
4 leads to greater competition among these groups. To me, if
5 one wants to address a society of justice and
6 multi-culturalism at its best, it's important to get to the
7 issue that some of the oppressed groups oppress each other
8 and not to look at that issue as we look -- or we're looking
9 at today, really, I think, does not answer that agenda of a
10 society is clearly one that we all want to be part of.

11 I also feel that, that since I want to stress the
12 fact that I'm very pleased to be living in Connecticut, one
13 of four states that has officially mandated that lesbian and
14 gay men be treated equally under the law. I look forward to
15 the day when the entire nation does the same thing. You
16 know, because I am saddened that in twenty-five states, it
17 is legal -- it is legal to arrest people because of their
18 sexual preference. But it's also in the nation as a whole,
19 legal -- this is a group that is not protected.

20 In my opinion, the problems related to lack of
21 tolerance on the campuses are really a function of the
22 larger societal order. I think it's clear that we live in a
23 society that usually uses violence as a way of addressing
24 issues, and that it's important for us to consider what that
25 means when we come to academia.

1 I did want to stress that I think that, I think
2 it's very important to acknowledge that we have a Board of
3 Governors policy regarding acts of intolerance. And UConn's
4 policies on intolerance are excellent guiding policies. I
5 think that there is an honest attempt to consciously and
6 consistently address issues of intolerance. I think that
7 the Provost Commission on Multi-culturalism is a good
8 example of this fact. I think that the work of the
9 university's Affirmative Action Program office and programs
10 is another example of that. The Minority Advancement
11 Program for faculty and staff is another example of that.
12 Film festivals on diversity are important. The President's
13 Affirmative Action Advisory Committee, I think, is a good
14 tool for addressing issues of multi-culturalism. I think
15 that these types of programs and ideas must be strengthened
16 in order for us to continue to forge ahead.

17 In my opinion, some of the things that might help,
18 I think that we have to continually work on our curriculum
19 that creates opportunities for students and for faculty and
20 staff to reflect on America's history of genocide and
21 slavery, racism and colonialism, extreme poverty, but also
22 extreme wealth and privilege, et cetera. And the impact
23 that such legacy has on today's society. Required courses
24 that help to challenge ourselves, but also that help us to
25 challenge our neighbors and our families and our

1 communities, are, in my opinion, essential. Social courses
2 must help us to think about how we can change as individuals
3 as groups in a society, raising consciousness and
4 sensitivity which most of these courses currently do, the
5 few that exist, really is not enough.

6 I think another important thing for us to think
7 about is: What do we mean by diversity? Is there a
8 difference between tolerating and accepting and respecting
9 and protecting or demanding diversity? I think all of those
10 are very difficult -- different implications. I think that
11 most people, intellectually at least, those of us in
12 academia endorse a non-racist campus. We would like that.
13 I think it's very hard to live that. It's very hard to live
14 that because we haven't lived that in the larger society.
15 And using Hartford as an example, really, when you look at
16 it, it seems to be a rather well-integrated, in terms of the
17 three major groups currently in the state. It is one third
18 African American, one-third Latino, and one-third white.
19 However, when you look at Hartford, one-third of the
20 population, the white population lives in the south end.
21 One-third of the population, the black population, lives in
22 the north end, and one-third of the population, the Latino
23 population, lives in the middle. So, I think that it's
24 important to take that into account. Also to reiterate the
25 fact that Hartford and other cities seem to experience more

1 violence, more drugs, more extreme poverty and more of the
2 extreme wealth than the larger society. I think that there
3 is a perception that the civil rights movement or the civil
4 rights legislation has taken a back seat. I think that
5 there's clearly a feeling that budget cuts, or the
6 perception of additional budget cuts, will mean that
7 minority faculty, which is the last often in the system, may
8 be the first to leave. Whether that's true or not, I think
9 that that is their perception. Budget cuts also, the
10 perception is means less scholarship money, and more
11 competition for that money. And I think that a lot of the
12 intolerance in the campus has to do with competition, people
13 feeling that if minority people get, other people don't get.
14 And I think that's something we need to look at.

15 I think that it is that there are things that the
16 campus community can do to look at the courses they offer,
17 how often they're offered. One of the things that I would
18 like to point out is that at the undergraduate level, I
19 think that there may be two courses on issues that
20 specifically related to Puerto Ricans, but that they haven't
21 been taught for many years. I think we began to teach that
22 as we got a Puerto Rican, additional Puerto Rican faculty
23 member, and I think that he makes four of us. By the way,
24 three of us are located at the School of Social Work. It's
25 an important piece of information that I would like to add.

1 But I think the issue of when the courses are
2 taught, at the time that they are taught, are all really
3 important. Often courses on minority issues are not in
4 prime time that students take them. And often, if few
5 people take them, then they are dropped, so they don't get
6 taught. I think that there are courses that are important
7 enough for us to say, no matter what, this course goes and
8 that if it's taught well and people like it, then other
9 people will take it.

10 I would like to offer the course at the School of
11 Social Work that we have called "The Human Oppression; The
12 African American and Puerto Rican Experience." It's a
13 course which students often go into with a great deal of
14 resistance, but by the end of the semester, they are
15 thinking that it's been a very valuable course. And when
16 students evaluate our curriculum at the School of Social
17 Work, historically, that has been the course that they
18 remember the most, and they feel have mostly have helped
19 them.

20 Again, I want to -- and I'm looking at time -- I
21 think that without a doubt, the University of Connecticut
22 has done much to address the issue of diversity and
23 multi-culturalism, and respect and tolerance. I think like
24 Dr. Rios said and other people, it is a university with a
25 great deal of potential for being a model in this area. I

1 think, however, that it's important for us -- all of us, to
2 struggle with the issue of cuts, priorities, and to continue
3 to work on creating even a better system then.

4 MR. SANABRIA: Thank you very much. Dr. King?

5 DR. KING: Thank you. My comments will be about
6 my own personal experience, as well as my perceptions of the
7 situation here at the Health Center.

8 I first would like to clarify just one minor
9 point, and that is that I am not an M.D., I am a Ph.D., and
10 if that could be stated for the record, I appreciate it.
11 And I think many of my comments which I will make will
12 probably make that more evident in my accounts.

13 But the point that I want to start with is the
14 fact that I also experienced a bit of deja vue with regard
15 to this entire committee hearing and what we're discussing,
16 and particularly as it relates to the University of
17 Connecticut, because unlike many of the other panelists, I
18 am a product of the undergraduate curriculum and the
19 matriculations through that particular institution, and I
20 also am a faculty person here at the Health Center.

21 So my perspective is geo-historical, if you will.
22 And I share many of the sentiments that the students have
23 raised, and in particular when I begin to think about some
24 of the things that we engaged in during the period of 1970
25 to 1974. Some eighteen years ago, in 1974, this particular

1 April was regarded as the university's April of discontent
2 and rebellion, when over two hundred and fourteen black and
3 Hispanic students took over what was then the Wilbur Cross
4 Library. And we had three different protests in that
5 period. Some of you may remember that particular incident.
6 But all sentiments -- but that was in eighteen years ago.

7 And last night I went over some of my own feelings
8 and some of the memorabilia I tended to keep at that time,
9 and we had a list of fourteen demands. And many of those
10 demands have been fulfilled. And I just want to cite some
11 of them.

12 One, we wanted an Afro-American Cultural Center of
13 resources. We had Afro-American Cultural Center, but it
14 didn't have the resources as it did at that particular time.

15 We also wanted more black faculty members and
16 administrators. We wanted more black students and increased
17 financial aid. We wanted more cultural entertainment
18 related to black and Latino, the Latino experience, in which
19 we would bring in black speakers and others, as well as
20 social entertainment.

21 And we wanted set policies for the administration
22 to establish with regard to students and others who violated
23 a person's humanity by calling them derogatory racial names
24 or participating in that type of activity.

25 And as I heard Dr. Rocco speak this morning

1 regarding some of his successes and some of the other
2 panelists indicating exactly what has been achieved, I think
3 there has been progress. Clearly there has been progress.
4 And we're, I think the university in and of itself, is proud
5 of the progress that it has made.

6 But there's much more to be done, and I think
7 particularly as it relates to issues that we're discussing.
8 Dr. Taylor, who I might add, was also there at the time when
9 I was a student. He was my major advisor. I am very proud
10 of that. I just want to put -- make that on record. So if
11 there's anything there that -- anything I say that seems
12 particularly incisive or brilliant, you can say that I
13 attended some of his classes. On the other hand, if I don't
14 say anything like that, I didn't attend all of his classes.

15 But the point that I want to make is that of the
16 issues of multi-culturalism and the concept of intolerance
17 and diversity are all very important to our minority
18 students these days, and particularly black, Hispanic and
19 Asian students. And these things are part and parcel of the
20 larger society, and as social scientists, I think we often
21 appreciate that, at least those who have an experience or
22 perspective about these issues.

23 But they relate to other key concepts as well and
24 other key types of factors. And that is, the issues related
25 to structure, issues related to history, and history

1 relating to life chances. And minority students see
2 themselves, not so much in terms of interacting with the
3 institutional environment or interacting with other
4 students, as it relates to multi-culturalism per se. When I
5 talk about that concept, I'm particularly talking about the
6 cultural moorways, or cultural types of events or
7 situations, and let me be a bit more specific. When we
8 think of culturalism or acceptance or diversity, we
9 oftentimes think of how -- different types of foods people
10 eat, the types of music they enjoy, the types of clothes
11 they wear, their dialects, and gaining a greater
12 appreciation of that. But it's much more than that. It is
13 very much tied to some of the factors related to social
14 structure, it's the history and life chances, and
15 particularly what we consider to be justice and inequality,
16 and as they relate to economic opportunities in the society,
17 as has taken place historically, and how they see their own
18 position. So, I want to make the point that
19 multi-culturalism should not be accepted or should not be
20 viewed in a vacuum. And when students speak of that,
21 they're simply not talking about accepting the way they
22 look, or accepting the way they dress. They are also
23 talking about making this a better society in terms of
24 equality and in terms of justice.

25 Now, with those comments in mind, I also would

1 like to -- well, let me turn my attention to the Health
2 Center and this particular institution. And I might add
3 that I am also very proud to be a faculty person here at the
4 Health Center, the Medical School and Dental School, as well
5 as John Dempsey Hospital. And this is a well regarded
6 institution. It is a productive environment. Our people
7 are very serious about what they do.

8 But one of the things they are not quite serious
9 about is the issues that we're discussing today. And that
10 does not necessarily mean that there's no institutional
11 policy or that there are faculty people who are seriously
12 concerned with the issues, but there, perhaps, is a little
13 less progress in this area than there should be. And I'm
14 particularly talking about black faculty or minority faculty
15 persons and employing them in this environment. This is
16 particular key, is key for a number of reasons. Not only in
17 terms of what justice and equality in this society, but is
18 also key in terms of what types of research is done, what
19 type of science is done, what type of medical practice is
20 done, what type of health problems, health issues that are
21 focused on, what type of research is being conducted, and
22 where and who the target populations of this research are.
23 I suspect that there is a strong correlation between the
24 types of faculty persons, particularly in terms of minority
25 and majority faculty people and their own interests with

1 regard to their academic pursuits. And I think many
2 minority faculty people have an interest in focusing on
3 those problems, wherein there is a disparity in the health
4 outcome and health status between blacks and whites, or
5 minorities and majorities. Not to have this environment
6 where there is a substantial segment of black faculty
7 persons, I think we can see over our institution.
8 Furthermore, I think it perhaps puts -- it perhaps neglects,
9 to some extent, the problems that the wider society is
10 facing, and particularly those problems related to minority
11 health. And so I think there is a strong correlation there,
12 and I think the Health Center can do very much more in this
13 regard.

14 I also feel that there is a lot more work to be
15 done in terms of how the general community perceives this
16 environment, and how minorities and others perceive the
17 Health Center, particularly in terms of the community.
18 Perhaps, what's more outreach in this area, there will be
19 much more to be done, or much more regard for, particularly
20 as the Health Center interacts with other institutions in
21 the larger societies -- excuse me -- in the cities of
22 Connecticut, and how it begins to tackle or to help address
23 some of the problems. I think we are doing -- attempting to
24 do that in the community medicine department, but I also
25 think that there is a lot to be done with regard to the

1 overall institution.

2 One area I do think that they have made a good
3 deal of progress, and that is in terms of students. I think
4 there has been some -- a strong effort on the part of the
5 institution, particularly through what Dr. Martha Hurley's
6 (phonetic) office, to recruit and maintain minority
7 students, both in the dental school and in the medical
8 school. So that is a plus on this part.

9 The other area I just will want to comment on with
10 regard to the overall staff, and this also relates to
11 faculty as well, is that where in the last two or three
12 years, where there have been an increase in the number of
13 overall employees at the institution, unfortunately, there
14 has been a net decrease in terms of minority, and
15 particularly in terms of black and Hispanic persons who have
16 been employed at this institution. And that is as the
17 overall pool increases or as the overall level increases for
18 one reason or another, budget cuts as related to -- as well
19 as other things, there has been a decrease. So there's a
20 lot of room to move with regard to this area.

21 I also think that there has been a fair amount of
22 work, or at least understanding with regard to how we want
23 to approach it. But I think that it would be much -- it
24 would much better represent the overall university and the
25 interest of the state, as well as all of the citizens, if

1 the university, at least in terms of the Health Center,
2 began to address some of these particular issues.

3 So, in closing, I have both the experience of the
4 student at the University of Connecticut and as a faculty
5 person. I am indeed proud to have assumed both of these
6 statuses, but I also recognize quite clearly, and I want to
7 state quite emphatically, that there is a lot of work yet to
8 be done. Thank you.

9 MR. SANABRIA: Thank you, Dr. King. Thank you,
10 panel members. Now, there's just a couple of quick
11 follow-up questions.

12 Dr. Luh, you made mention to the fact that Asian
13 Americans are not allowed to participate in the Engineering
14 School. And if you could expand on that for our
15 understanding of what you meant, that would be helpful.

16 DR. LUH: Engineering minority program is, I think
17 Dean T.C. Ting is here, maybe he can elaborate on that.
18 This designed for black and Hispanic, not for Asian
19 Americans. And after talking to the directors and -- no,
20 Asian Americans are not allowed to participate.

21 MR. SANABRIA: Okay.

22 MS. BERMAN: Does that mean --

23 MR. SANABRIA: Is -- ask your question, Rosalind.

24 MS. BERMAN: Does that mean there are no Asian
25 American students in that program?

1 DR. LUH: Right.

2 MS. BERMAN: There are no Asian American
3 students --

4 DR. LUH: No, there is many Asian American
5 students in the School of Engineering. But when they turn
6 to the minority program, they say no.

7 MS. BERMAN: Oh, I see.

8 MR. SANABRIA: Okay. Okay.

9 DR. LUH: I mean, this is -- this not unique.
10 This follows statewide minority advance program. So I'm not
11 saying accuse the School of Engineering, but
12 institutionalized discrimination.

13 MR. SANABRIA: Okay, I understand.

14 MR. BENJAMIN: Mario, can he elaborate some more?

15 MR. SANABRIA: Well, I think in the absence of
16 someone from administration of the school to explain what
17 their intent is, it would be difficult to do it, Walter.
18 But it's evident that it is a program to develop black and
19 Hispanic engineers, and he is saying the Asian Americans are
20 not included in that program.

21 DR. LUH: But it's called a minority
22 engineering --

23 MR. SANABRIA: I understand. Okay. Professor
24 Taylor, we had asked Marcia earlier about your course on --

25 MR. BENJAMIN: I'm Mario, I think for clarity,

1 don't want encourage rebuttal, but for clarity, isn't the
2 kind of course is because of their Asian American's
3 mathematic skills being that high, is this -- that's why
4 this other course is just specifically for -- to try to
5 bring up the mathematics skills of the blacks and Hispanics?
6 That's what --

7 DR. LUH: That's simply wrong. Because as
8 T.C. Ting -- Dean -- Dean T.C. Ting mentioned, Asian
9 Americans are from diverse background. Many of them are
10 refugees. By teaching electric engineering in the School of
11 Engineering, there are many good Asian American students,
12 but there are many trying to survive.

13 MR. SANABRIA: Okay. Walter, I think that's a
14 follow-up question. We can ask the administration to
15 explain to us in a written format as to what the intent of
16 it is. But the question Professor Taylor on, on the course
17 on racism, that even you mentioned, that was helpful in the
18 summer, it almost begs a question that you're giving it to
19 the oppressed to make sure they understand what happens,
20 when it may be a valuable tool to the entire university,
21 which I think you were alluding to in your comments. Would
22 you care to --

23 PROF. TAYLOR: I don't disagree with that, not at
24 all. This course, as I explained earlier, is a part of --
25 actually, it's a series of four lectures that I give in the

1 summer to students, going into detail as to the nature of
2 race and racism and so on. And part out of a feeling that I
3 think they need to have that kind of background, going into
4 an environment that is often hostile. And they need to
5 understand if we shape what they are about, what this is all
6 about, what the institution structure is all about, and so
7 on.

8 But I also teach a larger course. And one of the
9 encouraging things over the years has been, this is a course
10 we call Prejudice and Discrimination. And I was reluctant
11 to teach the course, in part, because it didn't do well for
12 a number of years, and I wasn't anxious to take on any extra
13 work in that regard, but I reluctantly decided to do this
14 last year, the year before last. And we set no limit on the
15 course. And we decided we were going to offer the course
16 once a week, on a Thursday night from six to nine, the worse
17 night in the week, because that's a party night at UConn,
18 I'm told. At any rate, I was shocked and surprised at the
19 reception. We got -- we thought we would get fifty
20 students, sixty students. We got a hundred and sixty
21 students. This is not a required course, there's no great
22 motivation to take it, and certainly no motivation on a
23 Thursday night. But with that kind of reception from
24 students, clearly there was perceived need on their part.
25 They wanted to know more about something that had become an

1 issue with them. That was most encouraging. And so, we've
2 run the course again, not in the same format, because three
3 hours once a week is too much for me. I just can't do it
4 for three hours. I can do it for an hour and a half, maybe,
5 but not for three hours at a stretch. But at any rate, that
6 was a sort of follow-up to when I was doing, and had been
7 doing for the last ten years, for students, both an African
8 American and Hispanic, they come through the -- what we call
9 the CAPS Program, the Center for Academic Programs, of a
10 hundred and hundred twenty-five students. They come through
11 that program per year. But my motivation, as I said before,
12 was simply to provide them with a background that many of
13 our students simply don't have, and that was some clearer
14 understanding of what it means, when one confronts racism in
15 its raw form, what it means when one confronts it in this
16 institutionalized form, and so on, and why ultimately the
17 whole notion of racism, nothing more than a social
18 construction, which people use to oppress you. I mean,
19 that's it.

20 MR. SANABRIA: Very good. Dr. Morales?

21 DR. MORALES: I just want to say that it's
22 important for us to remember that, because people may be
23 Puerto Rican, black or of another ethnic or racial minority,
24 does not mean that we know our history, our culture, or our
25 contributions in society. The course, The Human Oppression,

1 the African American and Puerto Rican experience at the
2 School of Social Work, which is required of all students to
3 have to take it. Usually, it provides as much new
4 information for the minority students as it does for the
5 people who are not of color. So it's important. And I do
6 agree that it's important to have -- I think that there is a
7 place in the curriculum where you may want to make clear
8 that it's accessible to people of color, because they
9 have -- they may have different needs in terms of
10 understanding that content. I also think that that content
11 has to be diffuse for the entire curriculum. And clearly,
12 it's important to have a place where all students must take
13 that content.

14 MR. SANABRIA: Thank you. Well taken. I'd like
15 to thank you for your participation. We do appreciate your
16 comments. If you have anything to leave with us, we'll be
17 glad to accept them.

18 MR. WAN: I just want to add (inaudible).

19 MR. SANABRIA: Peter, if you'd like to make a
20 quick comment, grab the microphone.

21 MR. WAN: (Inaudible) panelist, I just want to say
22 that the panelists have mentioned that black and Hispanic
23 students were in the CAP program, which stands for
24 Academic -- Center for Academic Programs, which was given in
25 the summers. And I also want to -- I just want to add that

1 I was also in the program, and also took Professor Taylor's
2 class once a week, and I just want to add, you know, Asian
3 Americans also minorities and they also need these kind of
4 programs.

5 MR. SANABRIA: Thank you. Okay, thank you very
6 much, gentlemen. It's been a long morning. We are, with
7 good input, a little bit behind schedule. Okay. And we do
8 know that the members of Wesleyan are here, so if you could
9 bear with the panel for about fifteen minutes while we take
10 a break, we would appreciate that. Is that satisfactory to
11 you?

12 Can you hold on one second? The students also ask
13 for a little time to nourish themselves. So we'll take
14 twenty-five minutes, all right? We'll return at -- let's
15 make it twenty minutes to two, by that clock.

16 (At which time a lunch recess was taken.)

17 MR. SANABRIA: In the interest of time, we would
18 like to get started. This afternoon we will have panelists
19 with us, students and faculty members from Wesleyan
20 University. And the first group of panelists will be
21 students from Wesleyan. And with us this afternoon are
22 Lucinda Mendez, she is a member of AJUA-Campos and the
23 Students of Color Council; Nadine Finigan, a member of the
24 Ujamaa; John Yoo, who is a Wesleyan Asian American, Student
25 Union; and David Fine from Wesleyan Havurah.

1 Welcome students, and if I can ask you, can you
2 try to keep to your remarks to about five minutes or so?

3 Okay, Lucinda?

4 MS. MENDEZ: Good afternoon. My name is Lucinda
5 Mendez. I'm a senior at Wesleyan University. I'm presently
6 Co-Chair of AJUA-Campos, and I'm also going to speak a
7 little bit about the Student Color Council, which I was on
8 my sophomore year.

9 AJUA-Campos is the Wesleyan's Latino student
10 organization. It's twenty-two years old. It serves as a
11 cultural, social, political, academic base for Latino
12 students. We do basically everything in those areas. We
13 try to counsel Latinos on what classes to choose, we try to
14 promote awareness in the community as well as within our own
15 community, because, as many people have said before, the
16 Latino community is extremely diverse. And we bring
17 together Puerto Ricans, Chileans, Hondurans, all together,
18 and we really don't know much about each other's history.
19 So that's one of our primary goals, is to educate each
20 other. We also have a house called La Casa Velle Viso
21 Campos (phonetic), which houses eight Latinos, but it's a
22 base -- it's really the house for all Latinos, like it's a
23 base for us to go. We have our meetings there, our
24 organizational meetings there. It's a resource for the
25 community. We're trying to build our library now. So

1 that's like our base.

2 SCC, SCC is the Student of Color Council. The
3 name was just changed. It used to be the Tri-Minority
4 Council. It was established in the '87/'88 school year. It
5 was -- there was a Tri-Minority Council -- it was African
6 American, Latino and Asian/Asian American students working
7 together. It's mainly a political organization, meet with
8 administration, faculty, et cetera.

9 This year they changed the name, I think, for many
10 reasons. We don't really like to use the term minority at
11 Wesleyan. Also, we have a very small number of Native
12 Americans, but, I guess, hopefully it will be growing, and
13 we want to be able to include other students of color as,
14 you know, the numbers grow.

15 I would say SCC has a lot of power on campus.
16 It's when issues arise, they're asked to be represented in
17 various organizations and stuff. So I guess a lot of
18 minority voice, or student of color voice, people look to
19 the SCC for.

20 AJUA-Campos also does political things. I guess,
21 in looking at Wesleyan, one of the things I would say about
22 the work that students do with administration and with
23 faculty in terms of racism and race relations, I think that
24 Wesleyan does do a lot of things, I think, but as other
25 schools have mentioned, can be very reactionary. So can the

1 students. I think there are a core group in administration,
2 faculty and the student body that are constantly working and
3 trying to change things, but, then, the majority only react
4 when something happens, when an incident occurs on campus or
5 something like that.

6 The structure -- Wesleyan doesn't believe in
7 requirements. It's very -- you wouldn't even mention the
8 word, so in trying to make mandatory, like race workshops,
9 or stuff like that, is really not heard of, so it's hard to
10 function in a structure like that where no one -- there's no
11 one person at the top who says, you know, this goes, like
12 not even the President, so it's really hard to work in a
13 structure that's more horizontal than vertical.

14 I would say the -- it's -- we also have a very
15 independent faculty. So it's, you know, the same thing
16 happens about telling people what to do. And I don't think
17 the students are willing to give up that quality of Wesleyan
18 either. I think that's one of the reasons why many of us
19 go. So when discussing curricular changes, like trying to
20 make a multi-cultural curricular, whatever that means, you
21 know, it's really hard to say, "Well, we're going to have
22 these requirements," because Wesleyan doesn't have
23 requirements at all. We have expectations. So we try and
24 say, you know, "Well, maybe we can have some of these
25 expectations in here." And students, you know, half -- I

1 would say a majority of the student body would say, "Yes, we
2 should. You know, people should have to take courses on
3 race relations, et cetera," but they wouldn't say but they
4 should be required at the same time. But freshmen entering
5 Algebra -- I was an advisor last year, also, have role
6 workshops, have gay, lesbian and bisexual workshops, and
7 sexism workshops and all those types of things as they come
8 in. But even if they were required, you required of someone
9 to go who doesn't want to learn, so it really wouldn't make
10 a difference anyway. So we reach the people who are willing
11 to change and have an open mind.

12 I would say also in terms of curriculum and trying
13 to recruit faculty of color, I think there is resistance
14 from the institution. As someone earlier mentioned, mainly
15 faculty -- I don't know if I would say mainly faculty, I
16 would say traditional people who have been there for a very
17 long time, maybe tenure faculty, who resist, who may also --
18 who may say, you know, "I agree with multi-culturalism,"
19 But I guess it's a real threat to say, "You, who are an
20 expert in such and such an area, you don't know about the
21 African American side of this or the Latino side of this or
22 those contributions." So I think it shakes them and that's
23 why there's resistance to incorporating those classes and
24 bringing them in. Right now, we're really struggling to
25 bring Latino studies courses and Asian American studies

1 courses. There's African American Studies Program, which
2 could also use some help, but at least it's established.
3 And I guess we're trying to make institutional changes,
4 which are long-term and it's -- when you're there for four
5 years, you really don't see the results, but I think that we
6 have made progress in the time I've been there.

7 MR. SANABRIA: Thank you very much. Next will be
8 Nadine Finigan.

9 MS. FINIGAN: My name again is Nadine Finigan.
10 I'm the Political Chair presently of Ujamaa's 1991/92 board.
11 I've served as Freshmen Representative, and also as member
12 of the Student of Color Coalition, when it was called the
13 Tri-Minority Council. I've been an active member of the
14 Wesleyan Black Community Student Union, Ujamaa, for about
15 four years, and I've been -- like I said, I've been on the
16 Central Committee for two years.

17 I've been at Wesleyan about a month longer than
18 our president, President Chase. And as a result, I've
19 basically been there to witness his changes and the way he's
20 come from being a professor to actually being able to be the
21 president of the university, and dealing with students. And
22 it's interesting to note the way that he's actually -- he's
23 actually changed with us, with our class, to a point where
24 he -- he's almost a little bit more accessible to students
25 than he was in the past. But that doesn't mean that all the

1 changes that we want are being made, it's just that he's a
2 little bit more accessible.

3 The Wesleyan, also in the four years that I've
4 been there, has moved from being a non-diverse black
5 community to having a very diverse black community, in that,
6 when I came in as a freshman, most of the -- in fact, most
7 of the people of color there, like blacks and Latinos and
8 some of the Asians that I knew at that time were from inner
9 city urban backgrounds. And now, as I've come through, a
10 lot more of the blacks, Latinos and Asians there are from
11 different parts of the United States and not just from the
12 cities, from different backgrounds. And because of this
13 diversity, our organizations, and even Wesleyan itself, is
14 having problems in dealing with the diversity within the
15 individual communities. The diversity has lead to a problem
16 in us as Ujamaa, the black student union, having different
17 types of people to deal with. And we've tried to handle it
18 in a number of ways. Some of the ways are in establishing
19 different focus groups that deal with different types of
20 people from different backgrounds. And another way is to --
21 just in our regular discussions, to bring in to effect the
22 different backgrounds. As a result, we don't represent all
23 the time all of the people. But we try and represent the
24 needs of all of the students. And when we don't do that, we
25 also have our students who participate in other groups, like

1 our Black Men's Discussion Group, Black Women's Discussion
2 Group, Women of Color Collective, Bi-Pride (phonetic), which
3 is the multi-racial organization on campus, and also our
4 students are also active in the groups open to the wider
5 Wesleyan community, such as the Wesleyan Student Assembly,
6 and Bi-Liga (phonetic) and different organizations during
7 your sexual orientation and just on campus.

8 As a result, Ujamaa operates in a way that can try
9 to deal with the wider black community's roles, because
10 since it's so diverse, we can't speak for everyone, but we
11 try and speak for the general population. In doing this, we
12 try to bring issues of importance to our community, to the
13 administration. Example; the recruitment and retention of
14 faculty of color. And financial aid program, in the ways
15 that it deals with the different types of black students and
16 giving aid to different types from different areas.

17 One other thing that we've been very active in
18 dealing with is the Afro-American Studies Program, which is
19 a program and not a department within the university. We
20 deal with the two chairs of that program in trying to come
21 up with ways that we, as students, can support the program
22 in its move towards departmentalization.

23 Secondly, we try to deal with the broader
24 perspectives of all Wesleyan students regarding blacks
25 through lectures, panels, discussions, and speakers. This

1 year we've brought Ivan Van Sirtima (phonetic), who is the
2 author of They Came Before Columbus, so that we could
3 discuss issues relating to the quintcentenary of Columbus'
4 visit to the United States. Also, we brought Elgers
5 Cleaver, the once Black Panther, to Wesleyan two weekends
6 ago, in order to discuss the rise of conservatism in the
7 American community.

8 Thirdly, we try to expose ourselves to all
9 different aspects of our culture, being that we're from many
10 diversified backgrounds. We've had poetry readings, and
11 dinners that focus on our different heritages, and we've had
12 Caribbean cuisine and Southern cuisine and different types
13 like that, so that we can expose each other to different
14 things.

15 And the last thing that we try to do is, we try to
16 combat racism by helping each other out. And by refusing to
17 accept any, like, racist acts as they occur by participating
18 in role workshops and helping out in other communities when
19 racist events occur within other minority communities on
20 campus. And that's it.

21 MR. SANABRIA: Thank you very much. John Yoo?

22 MR. YOO: I am a member of the Wesleyan
23 Asian/Asian American Student Union, better known as WAAASU.
24 I was also a former -- the former cultural and social
25 chairperson.

1 The way WAAASU is organized is, there are five
2 committees, the political and academic, the cultural and
3 social, publicity and outreach, and community service -- I'm
4 sorry, six, no, five, and the Students of Color Council
5 Committee, which we have touched on -- Cindy had talked
6 about earlier.

7 And we also have Asian/Asian American house, which
8 serves as kind of the hub for all the activities that go on
9 at Wesleyan. The position of Asian and Asian Americans at
10 Wesleyan, which is probably indicative of many Asian
11 American students who go to college is one of lack of
12 identity, I think. And that's one of the main goals that
13 WAAASU tries to give to the Asian American students. It
14 tries to build a community so that Asian Americans can learn
15 their identity. And that not only comes in social ways, but
16 it also comes in academic ways. And so, WAAASU must also
17 struggle with the administration to try to put into academia
18 Asian American classes on classes of identity. And not only
19 will the inclusion of those classes help the Asian American
20 students, but it will also help all students just because of
21 the awareness that's increased. And so those two become
22 actually the main goals of WAAASU. One is to help Asian
23 American students gain their own identity and see themselves
24 as people of color. But also, to combat the institutional
25 racism, not only in academia, but also in the world and in

1 our states.

2 What I wanted to do was read from a couple of
3 articles that was in our newspaper, The Argus, because I
4 figure twenty years back from now -- I mean, twenty years
5 from now, when people sit down and try to discover, try to
6 research what happened at Wesleyan, one of their main
7 sources will be the school newspaper.

8 This is a letter -- this is a letter to the
9 editor. It's called People's Awareness Month Gives Chance
10 for Understanding. People's awareness month was a month
11 that Wesleyan -- that WAAASU put aside so that we could
12 discuss what we are, and it kind of explains why we call it
13 People's Awareness Month. We will not spend the month
14 asking the, quote, "other," "What country are you from? Do
15 you speak French, Spanish or Yiddish? Do you know how you
16 use a fork?" Or, "When are you going back home to your
17 country?" We will not comment Irish, German, quote, "Irish
18 German, what an unusual racial mix that is." Or, "You speak
19 English so well." Where will we not look to -- I'm sorry.
20 Beneath all the publicity for the month are the words, "Not
21 the object, not the oriental, not the other, but ourselves."
22 And I'm just reading excerpts. People's Awareness Month
23 begins to express the fresh diverse sophisticated existence
24 to ourselves, and more importantly, to the other. A
25 decision taking notice occasion is a resolution to celebrate

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1 ignorance, to bask in nations and to glorify naivete.

2 That was -- the reason why I wanted to read parts
3 from that is just to get a sense of that identity building
4 that goes on at Wesleyan for the Asian Americans. And
5 WAAASU is not the only way that that occurs. There are
6 students that kind of quote/unquote "find themselves" in
7 college by themselves. But WAAASU really does serve as that
8 vehicle.

9 Now, the next two excerpts that I'm going to be
10 reading from are again comments in the letters to the
11 editor. And they come from different positions. This was a
12 letter to the editor that expressed discontent from -- to
13 the university. "Whatever we have done to accomplish or
14 done -- whatever we have done or accomplished has thus been
15 through the force of our own labor. We are Wesleyan
16 (inaudible), since Wesleyan, though not hindering us with
17 overt racism, has, through institutionalized and structural
18 ethnocentricity, done very little in the way of helping us.
19 An Asian, a black and American Indian, or Latino here, are
20 expected to give of themselves to adapt to the way of life
21 of a white liberal institution. But it always -- but it is
22 always give, give, give. We have studied Anglo-American
23 history since grade school, Anglo-American art,
24 Anglo-American social science, Anglo-American. But never do
25 we receive anything in return, since despite the facet --

1 despite the face, this -- despite the fact, I'm sorry, that
2 only one out of six Americans is of, quote, "English
3 descent." Since despite the fact that this country was
4 built in -- was built in by black slavery, by immigrant wage
5 slavery, by broken treaties with the American Indians, very
6 few white Americans at Wes study our history, our
7 traditions, our cultures."

8 That was actually from an article in -- from 1974.
9 And although much has changed, much hasn't changed at all.
10 This is a letter that came about, I think, about three or
11 four weeks ago. And it's -- it was a discussion that had
12 occurred between -- like it was an article written that was
13 discussing The Argus' lack of, you know, credibility or lack
14 of reporting correctly and concisely. But it hits another
15 issue. Had any students been interviewed, a different twist
16 might have emerged. At least five students from the
17 Wesleyan Asian/Asian American Student Union gave compelling
18 testimony about the systematic exclusion and sense of
19 alienation they feel in many aspects of campus life. One
20 student commented on how her professor had made prejudice
21 comments about her to another member of the faculty and how
22 this had affected her classroom performance.

23 Another Wesleyan -- another student explained how
24 WAAASU needed to set up its own private library, since the
25 university's resources were so poor.

1 Still another student traced the history of the
2 university's unwillingness to provide adequate institutional
3 support of those students and faculty of color.

4 The reason why I brought these out were not to
5 point the finger at Wesleyan and say, "You're doing a really
6 bad job." I think this is pretty much the case at most
7 institutions across the country in terms of the lack of
8 credibility that Asian American studies has been given. But
9 I wanted to bring them out to also say that it's a struggle
10 that Asian American students, as long -- along with other
11 students of color, are put an undue burden upon them. And
12 -- that's not -- that's also very true at Wesleyan. Not -- and
13 again -- but I think one thing that has to be said is that
14 the administration is sympathetic. I mean, they do -- they
15 might not completely understand, they might not understand
16 where we're coming from, quote/unquote, but they do try.
17 And I think that's one thing that has allowed our -- that
18 has allowed our students to push forward.

19 I don't know if I'm coming closer or beyond my
20 five-minute limit. But other issues that I wanted to kind
21 of bring about is issues that Asian Americans are dealing
22 with are, is one, the Presidential Committee on Race
23 Relations was a report that the President commissioned, and
24 finally came out. And the one thing that it said was
25 overall, I guess, the most important thing that needs to

1 take place is that more professors of color must be
2 instituted. And that is something that Wesleyan is trying
3 to work on in terms of the pipeline that it's dealing with
4 in terms of trying to get students of color to go into
5 academia.

6 And another thing that came out of the PCRR was
7 the fact that a lot of the executives from the student
8 groups on campus are now in constant communications with the
9 administration. We do sit down every month or twice a month
10 to discuss what certain issues are. We invite professors to
11 come in. We invite specific faculty members to come in to
12 see if there are any ways of resolving things.

13 So I don't want to say that nothing has happened
14 since '74, that it's a static point. There are motions
15 being done. But we are at the very tip of that. We are
16 trying to push that huge stone up that hill.

17 And a couple of other things are Asian American
18 Studies, which I had mentioned before. And one of the
19 problems that I think that hits the Asian American
20 community, is the diversity amongst the Asian American
21 students. We don't have a common language, we don't have a
22 common history to share. There's a great deal of
23 immigration coming from the east Asian/south Asian -- and
24 Asian countries, and so it's important that those issues be
25 addressed. And it's important that those issues be looked

1 at. And it's also important that those students be brought
2 to the campus, so that they can push for theirs.

3 I guess that's about it.

4 MR. SANABRIA: Thank you very much. David Fine?

5 MR. FINE: There was a statement that I had that's
6 submitted that's, probably, like the most of you have on the
7 table, summarized briefly by Havurah is our major Jewish --
8 it's the major backbone in the umbrella of the Jewish
9 organizations. And then I briefly outlined some of the
10 other groups. And what I wanted to emphasize was the fact
11 that though we did have incidents last fall of an
12 anti-Semitic nature, some like Nazi-like -- we had some like
13 a graffiti and -- but it seemed as if it was just from,
14 like, the one or two individuals that might have -- and it
15 didn't really spread to a full campus attitude of anti-
16 Semitism. And on the whole though, I do not feel that there
17 is racial anti-Semitism at Wesleyan. What we do have is
18 more of a problem that I didn't mention here is in terms of
19 like politics and the Israel debate, Israel and Arab. And
20 there is a lot of anti-Israel feeling among the general
21 community. And that is sometimes painful for the Jewish
22 students.

23 And to just give one example that like Saiid
24 (phonetic) was brought in to speak on the Palestinian
25 position in terms of a Middle East peace. And many

1 professors went and students went and it was discussed in
2 the papers, and then, apparently he made a contention that
3 was interpreted that the Zionist position of the Jewish
4 people to have a Jewish state, that that is like a racist
5 position, and that Wesleyan should be opposed to that. One
6 of our Jewish students wrote an essay in the paper, in The
7 Argus, explaining that you can't depict Zionism with a
8 racist position. He wasn't saying -- not saying the
9 Palestinians can't have a Palestinian state, but that to say
10 that the Jew should not have a Jewish state, that that is
11 not -- isn't racism, that the Zionism itself is not racist.
12 And then, when he wrote that article, there were maybe
13 three, four responses, completely blasted him and saying
14 Zionism is racism, Zionism is racism, and seemed to be the
15 general -- the body of Wesleyan, the students -- the
16 attitude seemed to be that there wasn't any room to
17 understand Zionism within the Wesleyan general perspective
18 of matters. So, that is something that is a problem that we
19 are trying to do what we can with.

20 Other matters though, I think the Jewish community
21 at Wesleyan is very, very -- is in a fairly good situation,
22 that the administration has been very, very -- like are
23 giving other support from understanding towards the various
24 concerns of the Jewish community.

25 MR. SANABRIA: Thank you. And thanks to all of

1 you. I have just a couple of follow-up questions.

2 John, on your comment regarding the identity
3 problems of Asian students, is that something that you find
4 confined to American Asian students, or does it also affect
5 Asian students who are first generation or are here
6 studying, visiting from their home countries?

7 MR. YOO: Again, there, I think a lot of complex
8 issues on that. Students who are coming over from other
9 countries for the sole purpose of getting an education and
10 planning on going back to their home country, as it were,
11 they don't see themselves as Asian American, and there
12 are -- it's two completely separate issues. And then again,
13 that's one of the battles to see that Asian Americans,
14 Asian-Americanism is its own separate quality, and it is its
15 own special field of interest. Those students, I don't
16 think -- first of all, we don't have that many here at
17 Wesleyan. We do have a fair number, but not tremendous,
18 that they would cause ripples in the political sense. I
19 think the first generation students, again, have a
20 difference from, say, you know, a niece or someone whose
21 families have been here for a while. Recent immigrants who
22 see themselves as just Asian, but they don't see themselves
23 as Asian like their parents, because they did come over and
24 they are growing up here in America and plan on living in
25 America. Those are -- those bring up special questions,

1 those bring up special feelings that, again, have to be
2 addressed. Those students have to not only understand where
3 they came from, but now they have to get a sense of where
4 they're going to be. Asian American students who have been
5 living here for several generations have to face problems of
6 institutionalized racism that they had -- that their
7 ancestors had faced, the Chinese exclusionary (inaudible),
8 all the taxes that were placed on Chinese workers, the
9 Japanese internment camps. All of these things are part of
10 their historical past. It is part of their Asian American
11 culture. And those must be learned as well as their
12 historical background from the country that their parents or
13 their ancestors came from, but that it also has to be
14 addressed at the fact that they are Asian Americans, their
15 loyalties lie to this country and they are citizens here.
16 And all these creates hypocrisies, they all create, like,
17 just tensions amongst the individual that, academically, is
18 viable to research and to seek. Socially, we have our own
19 peer network. We have conversations with students, you
20 know, and so that's there, the relationships between
21 students, I think they're strong and I think are continuing
22 to build. But once you reach -- once that is done, you hit
23 a plateau, and that plateau will increase once
24 Asian-Americanism or Asian American studies is become -- is
25 seen as legitimate, and is then placed within the

1 curriculum, so that students, as an Asian American, I can
2 research my history just as, say, a German American
3 immigrant will read about his history.

4 MS. MENDEZ: Can I add something? I think that
5 Asian Americans have a unique position in terms of identity
6 and recognizing themselves as minorities because the
7 government and because this country really does not
8 recognize them as minorities yet. But I think also African
9 Americans and Hispanics entering college, and especially at
10 Wesleyan, also don't have that same strong sense of
11 identity, because they don't know their history or culture.
12 And although, I mean, there is, in terms of curriculum, we
13 don't see ourselves reflected in as much, but still, when
14 you go through your four years at Wes, most, I would say,
15 most blacks and Hispanics, by their senior year, have a much
16 more stronger sense of their identity and their history and
17 are much prouder about themselves than they were when they
18 came in.

19 MR. SANABRIA: Okay. We asked a question this
20 morning of the students from UConn, and we would just -- I'd
21 like to throw it to you, also, so we get a perspective from
22 your point, also. The question basically was that as
23 students, you're basically transient into this community.
24 You come to obtain your degree and then you move on. And in
25 light of that, this momentary focus while you're there, with

1 an emphasis on racial tension on the campus, is that being
2 overdone or is this emphasis well placed when looking at the
3 college community?

4 MS. FINIGAN: Actually, it is kind of like pushing -
5 the rock up the hill and watching it fall back down, because
6 you know when you leave in four years, there might not be
7 anyone there to keep pushing it for you. But at the same
8 time, it's a good feeling to come back and see that there
9 are people who pick up the slack, because this weekend
10 coming is our black and Latino alumni weekend, and we get a
11 chance to address our alumni and tell them what we've been
12 doing and how we've been trying to progress in the
13 university and bring the university into an era where all
14 colors, all people will be able to be comfortable and to be
15 themselves and to learn about themselves. And it's
16 interesting to hear from them what they did and to look back
17 on the things that we've been taking for granted that they
18 have done and that they have done for us, and to know that
19 the things that we've been doing and that mean so much to us
20 now will mean something to students that come after us. I
21 mean, I don't think we can take an emphasis off of dealing
22 with racism and dealing with racial tensions within a
23 university, because if that happens, then we might go back
24 to a position where we were prior to the 1960's, where no
25 one cared about anyone and where racism was overt and

1 rampant. And at this point, we're moving towards a -- right
2 now, racism on our campuses is probably covert, that we
3 can't see it, we don't know where it is, but hopefully, in
4 our actions, we're moving it into a form where it does not
5 exist in the future. And that's what we try and do.

6 MR. YOO: I think that -- I think the two articles
7 that, I mean, the two letters to the editors that I read was
8 to touch on that point. They are both completely different
9 incidents, they both are addressing different times. But
10 the nature of them are exactly the same, that Asian
11 Americans aren't -- and I think you can extend that also out
12 to people of color, aren't legitimate, they aren't part of
13 the dominant culture. The reason why the word minority is
14 hated so much -- well, not hated, but not used as often at
15 Wesleyan, is because it reeks of being "the other". It
16 reeks of saying, "Well, we're the minority, so there has to
17 be a majority out there," and that we are in a minority
18 position. And so, I think, like I don't think it's being
19 played up, because I think one of the luxuries of being at a
20 small liberal arts college for four years is that you really
21 do become introspective, you
22 become -- you get a chance to sit down and see what's
23 happening around you, you get a chance to observe your
24 society, you get a chance to do all these things outside of
25 also gaining an academic degree. And for students of color,

1 that -- there's a lot more to be hashed out there, because
2 we have such a long history of oppression. And I think that
3 once those students actually churn those things out, after
4 four years, this is where Nadine's comment picks up, we have
5 to -- you develop your own personal self, but you also
6 develop a political machine on campus. And once -- and
7 you're afraid that when that political machine -- when you
8 graduate, what's going to happen to that? And so, it's -- I
9 don't think it's being played up at all. I think it's very
10 important, and I think hopefully the college campus is where
11 it's going to start to expand out to the rest of the
12 -- country.

13 MR. SANABRIA: Thank you very much.

14 MS. MENDEZ: I think (inaudible) try to say it and
15 this -- what I heard before was that the changes we're
16 trying to make now, I think, are different than what our
17 predecessors did in terms of, like -- our -- like my main
18 concern now is not worried about -- going around campus and
19 having someone call me a spic or something like that. My
20 concern is getting faculty, Latino faculty, getting courses.
21 So it's kind of a different battle and it's kind of, I
22 think, more long-range than short. And in terms of for
23 personally dealing with race relations and racial conflict
24 on campus, I would say that that's where most -- many of
25 your leaders in the real world, you know, if you want to

1 call it that, are going to come from. And I feel that being
2 at Wesleyan and having to work with administration and
3 working through all these things has prepared me to do that,
4 you know, once I graduate.

5 MR. SANABRIA: Thank you very much.

6 MR. FINE: Well, I --

7 MR. SANABRIA: Go ahead, David.

8 MR. FINE: Thanks.

9 MR. SANABRIA: I can't leave you out at this
10 point.

11 MR. FINE: I know a Jew in the Middletown area
12 that was a student at Wesleyan in the -- it was some time
13 ago, and there was a quota then in the amount of Jewish
14 students that you can have, and now we have -- that we have
15 like a third of the student body at Wesleyan is Jewish. So,
16 there's been a lot of change over time, and to be able to
17 like look back and to see that.

18 And also, just in our experience over our four
19 years, seeing the different changes and the things that have
20 happened and being involved in the changing process, and the
21 transfer of the leadership of the community from the upper
22 classmen down to lower classmen, and doing stuff not only
23 for the year that we're there, but for the following years
24 and the growth that takes place like within us, in our own
25 Jewishness and our like personhood is very worthwhile.

1 MR. SANABRIA: David, one of the thoughts that
2 came up is some of the issues faced by the Jewish students,
3 are they only in -- centered around this issue of Zionism?
4 Are there other factors that are attendant on it, on the
5 campus also?

6 MR. FINE: The factors of an anti -- of a racial
7 nature?

8 MR. SANABRIA: Well, you mentioned Zionism --

9 MR. FINE: Right, the Israel politics.

10 MR. SANABRIA: Right. Are there other factors on
11 the campus also that are affecting --

12 MR. FINE: There was the matter which I mentioned
13 in the (inaudible) statement of the matters of the graffiti,
14 which we had last fall. But that seemed to be only an
15 isolated incident around the time of the David Duke
16 election. I can't think offhand, outside of the Israel
17 politics of any specific things.

18 MR. SANABRIA: Ros, you wanted to make a
19 statement?

20 MS. BERMAN: I just want to make a comment, which
21 I feel very strongly. Number one, I'm addressing the four
22 of you and also to the students who preceded you from UConn.
23 You've taught us a great deal today. We are aware of the
24 problems, but you've delineated them in a great way. But
25 more than delineating the problems, which I think are the

1 basis for all of society's ills right now, you've also
2 talked about a lot of things that you have done positively.
3 And in expressing yourselves, I have a very good feeling
4 about the next generation of leaders. And as you pass the
5 torch to those who follow you, I hope that you will continue
6 your leadership and continue going the way you're going,
7 because you're all a credit to the university that you
8 attend and to the community.

9 MR. SANABRIA: We'd like to thank you for your
10 participation. And I would encourage you, if you haven't
11 submitted a report, we can accept them 'til May 15th, if
12 you'd like to submit a written report on your comments, so
13 we would encourage you to do so. I thank you for your
14 participation.

15 Next, we will hear from a panel of university
16 administrators, and included in that group, Dr. Janina
17 Montero, she's Dean in the Office of the Dean; Dr. William
18 Adams, Executive Assistant to the President, Office of the
19 President; and Dr. Richard McLellan, Associate Dean, Office
20 of the Dean.

21 Also, Tiño Calabia will be passing around an
22 attendance sheet for anyone who has not had an opportunity
23 to so denote their participation here today. And that will
24 also allow a report to be sent to you when it is produced.

25 Okay. We can start. And we will start with

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1 Dr. Montero.

2 DR. MONTERO: Hi, thank you for having us here
3 today. I somewhat have a prepared statement, which I will
4 re-type for your benefit, before May 15th.

5 Since Wesleyan University started to recruit
6 students of color actively in the mid 60's, it has had its
7 share of campus tension. Buildings have been taken over,
8 the administrations have occurred several times, sit-ins,
9 and even fire bombings in 1990, and even earlier in 1960's.

10 I would argue that this history of tension is also
11 in many ways the history of Wesleyan's success, since it
12 points to the fact that it has struggled and continues to
13 wrestle seriously with the issue of diversity. Many of us
14 at Wesleyan are convinced that this nation's ability to meet
15 the challenges of an increasingly plural population will be
16 severely tested in higher education.

17 Therefore, I want to share with the Commission
18 those institutional policies and practices that for the last
19 twenty-five or so years have helped us to foster an
20 educational environment that values access and diversity. I
21 will describe very briefly six of those approaches.

22 The first one is: At Wesleyan, there is a
23 long-standing institutional commitment to attracting the
24 critical masses of students of color that are committed to
25 the presence of minority organizations and communities. It

1 is important to note that the directive has been one in
2 which recruitment goes beyond numbers of applicants that
3 identify themselves as members of certain ethnic, racial
4 groups. There is a clear understanding of the
5 administration and of the admissions office that the visible
6 presence of active and vital minority communities is one of
7 the most powerful attractions for prospective students of
8 color. I should say that for the current year, twenty-two
9 percent of our total enrollment is black, Latino, or
10 Asian/Asian American. For the class of 1995, twenty-eight
11 percent of that class is black, Latino, Asian or Asian
12 American. And about twenty-three to twenty-five percent is
13 Jewish in the freshman class.

14 I want to underscore some of the things that the
15 students say that will not repeat them, but what I would
16 want to mention is that the institution strongly supports
17 the organizations of students of color. We value leadership
18 in our students, we believe that those organizations are not
19 a mark of separatism, but a mark of health. And that's not
20 a necessarily widely shared perspective, but many of us in
21 the institution do take that position. And in some ways,
22 it's also what one would be able to call an administrative
23 position. All of the organizations are extremely well run.
24 They do an enormous service to themselves and, certainly, to
25 the institution. And one of the -- one of the most

1 interesting things that have happened in the last few years,
2 has been in fact the Student of Color Council. The fact
3 that those organizations have banded together and have
4 sincerely and very seriously wrestled with racism within
5 their own communities, and I think that that is a -- has
6 been an absolutely spectacular development in the community
7 of color at Wesleyan. It is a way in which they are showing
8 the majority community how to do it. I'm not sure the
9 majority community is fully paying attention to it, but they
10 certainly are doing it within. Also, I should mention that
11 the minority organizations are -- have established informal
12 links with academic programs. Some of them mentioned the
13 Center of Afro-American Studies, which is the administrative
14 base for the Afro-American Studies Program. And with --
15 also the Latino community is -- has informal links with the
16 Latin American Studies Program. The Asian/Asian American
17 group also has informal links with the East Asian Studies
18 Program. And the Jewish students are quite close with the
19 Jewish faculty. So there is a relationship, not only that
20 it's -- not only political, social, but also academic. Some
21 are stronger than others. I should say that this approach
22 is the right way to go. This linkage is extremely desirable
23 and makes sense. However, it is not without problems and we
24 may want to talk about that later, if there is time.

25 The fourth issue that I want to mention is that

1 Wesleyan takes an institutional approach, which strongly
2 encourages students from underrepresented groups to avail
3 themselves of all the resources, rather than concentrate
4 their primary source of support on an individual or on a,
5 quote, "minority center." No specific administrative office
6 is charged with addressing the needs of minority students.
7 All university resources and agencies are charged with the
8 responsibility of responding to the needs of students of
9 color as they relate to the expertise of that particular
10 resource. This mode of service is held by a variety of
11 professionals and several student services offices, who have
12 demonstrated a special sensitivity to minority issues and
13 needs, although none of these professionals, quote/unquote
14 "specialize" in minority affairs. The position of the
15 university on this issue has been very clear. All offices
16 have responsibility for all groups, that there is an
17 institutional recognition that special needs may exist for
18 special groups, for certain groups or sub-groups, and that
19 every professional in the institution must respond to them.
20 Many of us strongly support this approach, although we are
21 fully aware of its limitations simply because there is no
22 single-minded dedication or attention to issues. We find,
23 however, the resisting specialized services, often against
24 the wishes of students, is what guarantees the proper
25 attention is paid to the special needs of any group that

1 might require it. The strategy does not excuse anybody from
2 the responsibility of dealing with and addressing the
3 concerns of students from underrepresented groups.

4 The fifth point that I wanted to raise is that the
5 university has supported the development of black, Latino,
6 Asian and Asian American alumni councils. These are now
7 strong committed groups of alumni that maintain a special
8 relationship with students of color on campus, and provide
9 an additional important source of role models, professional
10 contacts and advice, and also, continued attention and
11 pressure on the university to ensure that the institutional
12 commitment to diversity remains intact.

13 The sixth area that I wanted to mention was the
14 Committee on Human Rights and Relations. This is a
15 sub-committee of the faculty -- of a faculty committee,
16 charged with the monitoring of the quality of life of
17 students in the institution. The Committee of Human Rights
18 and Relations is mandated to explore and address issues that
19 affect the status of groups and sub-groups at Wesleyan, as
20 well as their relationship to the environment. During the
21 1981/82, 82/83, and again, in the 88/89 academic years, it
22 reviewed the status of students of color on campus. In 1989
23 and '80, this group conducted a studies of Jewish life. Its
24 findings, recommendations and discussions with academic
25 departments and university agencies concerning issues of

1 academic comfort and development that especially affects
2 students from underrepresented racial ethnic groups have
3 contributed to establishing an atmosphere of responsiveness.
4 Moreover, there is a structure in place in the institution
5 to address the concerns of the underrepresented groups as
6 they evolve over time. We must be doing something right.
7 In the class of 1995, which has been recently surveyed
8 through the Cooperative Institutional Research Program,
9 shows that the second most cited reason for choosing
10 Wesleyan for our student, all of our students, is racial
11 ethnic make-up. I think that it is an important thing to
12 note. We -- that's the case for fifty-five percent of our
13 students, compared to twenty percent of students in other
14 selected institutions. So, although I do believe that
15 Wesleyan is doing something right, we're not perfect. We
16 think that we are a positive environment for
17 underrepresented racial ethnic groups. But we are, in fact,
18 far from perfect. And before I close, I want to mention
19 four concerns which I think will certainly hit Wesleyan, or
20 are hitting Wesleyan and will hit higher education as a
21 whole.

22 The first one is that the politically charged
23 nature of the recent discourse on race, ethnicity and gender
24 seems to have prompted some students and faculty to
25 disengage from the dialogue. There is a real fear which has

1 been developing over the last, I would say, since the
2 beginning of the Reagan years towards actually engaging in
3 some of the difficult dialogues. Therefore, there are fewer
4 and fewer opportunities in which faculty and professionals
5 model for students hard to engage in the dialogue or
6 discussion of difficult or uncomfortable topics. This is a
7 profound issue that has both continued to affect us over
8 time.

9 Secondly, faculty time is being consumed in
10 teaching research committee and professional activities.
11 That is, faculties are becoming -- have increasingly less
12 time to enter mentoring relationships with students, not
13 only students of color, but all students. We are missing a
14 faculty interpretation or faculty translation of the
15 standards of the institution, of the complexities of the
16 institutions with students. It's an important voice that is
17 becoming more and more hassled by the normal professional
18 pressures.

19 The third concern that I want to share with the
20 Commission is that financial constraints are already taking
21 a severe toll on the resources needed to develop educational
22 programs that address difficult issues. Institutions will
23 need to do much more as the demographics change with much
24 less. Although we fully agree with the students in the
25 sense that they are overburdened with the charge to educate

1 their counterparts and educate the institution, it seems I
2 am skeptical that those burdens will decrease. Chances are
3 they will increase.

4 And the fourth issue that I wanted to mention is
5 that higher education must develop mechanisms to evaluate
6 and measure programmatic initiatives. That this priority is
7 also being eroded or adversely affected by the financial
8 crisis that all institutions are facing.

9 I hope that the Commission and others will want to
10 address in more detail some of these issues. Thank you very
11 much.

12 - MR. SANABRIA: Thank you, Dr. Montero.
13 Dr. William Adams?

14 DR. ADAMS: Thank you. As I'm sure members of the
15 Commission are aware from this morning and other context
16 institutions of higher education, Wesleyan among them, are,
17 I think, distinguished by virtue of some special commitments
18 that they have, distinguished from other institutions in
19 society.

20 One is a complete and abiding distinction to
21 freedom of expression.

22 The second is a deep commitment to genuine
23 understanding and to recent discourse. And I think at
24 Wesleyan, and others of course, share a view that special
25 obligations flow from those commitments. One is to combat

1 intolerance of the subject of -- the technical or formal
2 subject of your investigations. But I think more
3 fundamentally, in my own mind, the promotion of a genuine
4 and deep understanding of ethnic and racial differences, as
5 we find in American life and beyond American life.

6 Those things are not quite the same and I would
7 like just a minute in suggesting how they might be
8 distinguished. At Wesleyan, the fulfillment of those
9 obligations has gone by way of the achievement of two
10 principal values, or two ambitions for the institution. As
11 Janina Montero suggested, the achievement of diversity and
12 the genuine understanding of that diversity within the
13 institution among students, among faculty.

14 And secondly, and perhaps, more importantly, as
15 time goes on, understanding the meaning of that diversity
16 for the educational mission of the institution, and for its
17 curriculum in particular.

18 Let me just touch on four very brief -- touch very
19 briefly on four initiatives that may be of interest to the
20 Commission which touch upon those two essential
21 institutional ambitions.

22 In 1989 and '90, President William Chase, after
23 having had not quite two full years on the campus, by
24 presidential initiative, developed a special policy to
25 reinforce the recruitment and retention of minority faculty.

1 That initiative was prompted by concerns created by losses
2 in the institution, minority faculty members leaving
3 Wesleyan for other institutions.

4 And secondly, by a growing national understanding
5 that the competition for minority faculty would increase
6 over time.

7 The elements of that policy, which I have copies
8 of and I'd be happy to share with the Commission, are for a
9 closer and more careful monitoring of faculty searches in
10 academic departments by the administration, the creation of
11 a faculty committee on minority recruitment and retention.

12 -- We had hoped to have a member of that committee here present
13 today, Professor Dupuis. A family emergency has called him
14 away.

15 Third, a commitment to find support for
16 incremental endowed positions in the university for minority
17 faculty.

18 And fourth, measures to improve faculty retention.
19 Once we -- once getting faculty, minority faculty members to
20 Wesleyan, keeping them there in the context of dramatically
21 increased competition for those members across the country.

22 The results of that policy, I think, have been
23 thus far good, though there is a long way to go. For this
24 year, for example, of the six approved authorized tenure
25 track searches at Wesleyan, four have produced commitments,

1 hirings of minority faculty members with one still in the
2 offing, which looks very promising.

3 We have learned a couple of lessons over the last
4 two years about this. One is that, as Janina Montero has
5 already said, this all becomes much more difficult in the
6 time of constrained resources.

7 And secondly, I will return to this in a minute,
8 all of this will become more difficult because of
9 increasingly intense competition on a national level for
10 qualified candidates for those positions.

11 A second fundamental initiative you may be
12 interested in, and you will hear reported on in much greater
13 detail by Professor Donady, was the President's Commission
14 on Racial Relations and its report issued in August of last
15 year. The Committee has received a copy of that report. I
16 will not belabor it because I believe that Professor Donady
17 will be better able to answer questions about it.

18 Third, an institutional initiative to better
19 understand the meaning of multi-culturalism. The defining
20 question of course being how do we express within the center
21 of the academic mission of the institution and in the
22 curriculum the meaning of the increasingly multi-cultural
23 reality, both in the institution and in the United States as
24 a whole. We have had two particularly interesting
25 initiatives in that regard. One, we've been fortunate to

1 have been supported by a Ford Foundation Grant to develop
2 new courses of a multi-cultural nature, and to support those
3 courses -- support the teaching of those courses and the
4 development of those courses. That grant also supported a
5 faculty seminar on multi-culturalism.

6 And secondly, again, on a matter you will hear a
7 report about from Professor Robert Steele, who will be
8 testifying in a few minutes, an effort to map the curriculum
9 in its multi-cultural components. What we have found at
10 Wesleyan is that we in fact have a great number of very,
11 very interesting and powerful multi-cultural offerings.
12 What we need to do is to describe both to ourselves and to
13 students what those offerings are and how they relate to one
14 another. That is a very promising and exciting project that
15 he will report on.

16 The last initiative, and I will end with this, has
17 been a number of efforts to attract members of minority
18 students to the idea of joining the professorial, to go into
19 graduate school and to becoming members of institutions like
20 Wesleyan. We have several programs, we've been fortunate
21 again to be funded by the both the Mellon and the Hughes
22 Foundations and developing programs to that effect. We hope
23 to have a grant from the federal government next year in
24 place to do the same thing. We have also learned, and I
25 think it's obvious to everybody on this Committee, that none

1 of these problems, particularly the problems having to do
2 with the recruitment of minority faculty, which I think is
3 the most important problem at all of these institutions.
4 None of these problems will be solved in the long-run unless
5 we, as a society and a country, can make progress on drawing
6 members of minorities into those professions. Until that
7 point, we will be robbing Peter to pay Paul in all cases.
8 And that is not a happy prospect.

9 To the degree that your message goes forward to
10 other places and other people, I would hope that you would
11 stress as strongly as you possibly can the need for the
12 federal government and state governments, to the degree
13 possible, to support those programs and to make progress on
14 that absolutely fundamental issue. Thank you.

15 MR. SANABRIA: Thank you, Dr. Adams. And now
16 Dr. McLellan?

17 MR. McLELLAN: Well, you would make my mother very
18 happy to know that I earned a Doctorate while she wasn't
19 looking. And though it's tempting not to, I should probably
20 correct the records to say Mr. Richard McLellan. Perhaps
21 Esquire, something like that.

22 DR. MONTERO: What about Dean?

23 MR. McLELLAN: Dean would be fine, thanks. I also
24 have a prepared statement, which I will get into a form that
25 you can read, by May 15th. I'd also like to point out

1 before I begin, there are a couple of other members of the
2 institution that are here that aren't formally speaking,
3 both Harold Horton, Assistant Dean of the college, Harry
4 Kinney, Director of Public Safety. Some of my remarks will
5 make mention of things that they are involved in. So you
6 may want to call on them to find out more.

7 I will focus my remarks largely on ongoing
8 institutional programs. Since there are a number of them,
9 as well as other efforts I think are worth mentioning, I'll
10 keep my descriptions brief and invite further inquiry about
11 any efforts about which you'd like to know more.

12 New students arrive at Wesleyan and participate in
13 an orientation program designed, among other things, to
14 sensitize them to and heighten their awareness of prejudice.
15 A differences panel presents them with perspectives from
16 students representing a variety of differences, including
17 race and religion. The resident advisor staff also conducts
18 role plays that address differences in a series of skits
19 depicting common situations on campus. These skits model
20 appropriate ways of responding within the framework of new
21 students -- appropriate ways of responding within the
22 framework of new student orientation, but not in a matter
23 that conflicts. Students of color work in conjunction with
24 the Dean's office, organizes minority freshman orientation,
25 which exposes new students of color more explicitly and

1 personally to university personnel and resources that they
2 are encouraged to make use of, including, for example, the
3 writing workshop, the career planning center, the Dean's
4 office, faculty and other staff, as well as the various
5 student organizations.

6 Since a lot of student's experience of the
7 university takes place within the residence units, a number
8 of efforts are made to create a positive, supportive
9 environment for all students. In addition to those
10 activities associated with the new student orientation,
11 residence staff undergo extensive training, including one
12 full day which focuses on multi-cultural sensitivity. This
13 is preceded by a co-training program focusing on
14 multi-cultural sensitivity, which includes the resident
15 advisors, as well as other peer counselors in the
16 institution.

17 A subcommittee of present RA's are responsible for
18 an ongoing investigation of ways for making the residence
19 units sensitive to multi-cultural issues, and past RA's of
20 color, who, incidently, expressed concern last year, which
21 resulted in a lot of the changes that I'm describing, make
22 up now an advisory group which assists the resident staff in
23 dealing with racial concerns.

24 A new residential unit, inter-cultural house, will
25 be established next year to bring diverse students together

1 to live in an atmosphere that is supportive to their
2 efforts, and which the programs and activities will benefit
3 the campus community.

4 As Dean Montero has stated, it is the university's
5 goal to make each area of the university responsive to the
6 special needs of students of color. The attending lack of
7 centralization, however, makes it difficult all to know what
8 is happening along these lines. Nor do these efforts seem
9 coordinated and cohesive as an institutional effort. Some
10 examples of efforts made are, but certainly not limited to:
11 Several academic departments including those in the sciences
12 and economics have been exploring ways to enhance student
13 performance and/or promote graduate study in a discipline to
14 students of color. Staff from several areas have, in
15 collaboration with the Black Alumni Council to the Hispanic
16 Alumni Council and the Asian Alumni Council, been developing
17 a mentor program to connect the students with alumni. The
18 Career Planning Center organizes outreach efforts through
19 its peer counseling staff, as well as through two annual
20 workshops for seniors and for underclassmen. The writing
21 workshop employs students of color as teaching assistants,
22 who do outreach and provide assistance to other students of
23 color. A member of the Dean staff participated in
24 organizing just last year a road show, sponsored by the
25 Consortium on Financing Higher Education. This also was a

1 way of promoting graduate school and academic careers.

2 Some grant support's been mentioned, I'll just
3 touch briefly on some of those again and others that weren't
4 mentioned. The institution has aggressively sought and very
5 responsive to a number of charitable organizations also
6 concerned with the special needs of students of color. A
7 Mellon Grant and the Ford Grant, which Bro just mentioned,
8 have allocated funds to help the students engage in research
9 activity, in preparation for an academic career. A PEW
10 (phonetic) Grant, which Dean Montero has mentioned, has
11 enabled us to provide staffing to complement the academic
12 experience of students of color, by focusing on their
13 extra-curricular efforts. The Hughes Grant has enabled us
14 to organize programs which promote and enhance interest and
15 performance in the sciences, for area high school as well as
16 for current Wesleyan students. Money from the Rockefeller
17 Brother's Fund will support two Wesleyan students of color
18 who are preparing for careers in public school teaching, as
19 well as their faculty mentors. We will submit a grant to
20 the McNear (phonetic) Foundation as Bro has mentioned, which
21 will also help us in our efforts to promote graduate study.

22
23 In recent years, a number of administrative and
24 academic groups, including Student Services staff, the
25 Office of Public Safety, the Career Planning Center, and

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1 several academic departments have undergone sensitivity
2 training, organized by professionals, staff, and by student
3 groups. The RAW effort, which you've heard mentioned a
4 number of times, grew out of one such training session. You
5 will hear, again, about the PCRR, you've heard a little bit
6 about the CHRR, which reviews various constituencies,
7 including in recent years, Jewish students, students of
8 color, and at present, the gay, lesbian and bisexual
9 students community.

10 John also mentioned, John, you earlier mentioned
11 that a group of faculty, a group of students have been
12 meeting with a group of administrators. Those
13 administrators include Janina Montero, Bro Adams, myself and
14 Billy Whiteser (phonetic), who is the Assistant Provost in
15 Academic Affairs. We've been meeting regularly to discuss a
16 wide range of issues of concern, including recruitment and
17 retention of faculty of color, pre-major advising, and
18 identifying increasing course offerings which contain a
19 multi-cultural focus.

20 In closing, I would say that in addition to the
21 difficulties associated with lack of centralization, I would
22 add that we are beginning to see, perhaps as a result --
23 clearly as a result of our success, in attracting in
24 critical mass. Fragmentation within the communities of
25 color, I was heartened to hear that that's something that

1 students also were seeing as an issue to really to start pay
2 attention to. And some difficult issues have arisen out of
3 this. I think we're feeling very torn about it. On the one
4 hand, wanting to recognize the need for individual students
5 to feel comfortable in an environment. On the other hand,
6 recognizing the divisive nature that that kind of
7 fragmentation can have. So we're beginning to look at and
8 thinking about ways to respond to that.

9 MR. SANABRIA: Thank you very much. That was all
10 very impressive. A couple of quick questions on follow-up.

11 One had to do with the statement of missions of
12 the universities in general and environment of free speech.
13 Just curious as to how does Wesleyan handle this issue of
14 free speech and sometimes conflicting issue of politically
15 correct speech and speech of a slanderous nature.

16 DR. ADAMS: We have developed a code which Dean
17 Montero might also wish to speak about, which is part of a
18 general code that we have in the Code of Non-academic
19 Conduct, which applies to all students, having to do with
20 harassment. And it contains a clause which makes clear that
21 the prohibition of harassment includes racial harassment,
22 thus it became a part of a policy that already existed on
23 campus. We, of course, went through all the debates that
24 universities have gone through on this matter. I don't
25 think this issue is -- has subsided fully. There is still

1 concern about it. There are people who wish we did not have
2 such a policy. But the administration was very clear in
3 recommending that policy to the faculty, which did adopt it,
4 in fact, in a vote.

5 DR. MONTERO: The one comment that I would want to
6 make to that is that it has not been tested since it --
7 since the language was put in our code, specifically
8 prohibiting racial language intended to demean a racial
9 group or person. It has not been tested. I am, frankly,
10 deathly afraid that when it does test it, the freedom of
11 speech will in fact insert itself and the institution is
12 going to have to face it. It's not an easy situation. I
13 think I'm very -- I'm happy that Wesleyan has that phrase
14 specifically prohibiting that, but I don't think that we'll
15 be able to sustain it if and when it becomes tested.

16 MR. SANABRIA: Thank you. And in your comment
17 about pursuing professors of color, which is to be
18 applauded, do you have enough time or data to show your
19 retention and your ability to keep people that you are
20 attracting, and are they on a tenure track, as a result of
21 working at the university?

22 DR. ADAMS: One of the recommendations that came
23 forward subsequent to the issuance of the President's policy
24 on affirmative action was a recommendation that we
25 completely revise the way in which we had kept track of our

1 own data, statistics on this, and that indeed was one of the
2 issues that was being negotiated in the faculty committee on
3 minority recruitment and retention. We are pretty much done
4 with that exploration of how we best ought to represent to
5 ourselves that data, and we are now working on it with
6 regard to comparisons with other institutions. We have a
7 pretty good raw history from which to work, and we can
8 compile that data in one of any number of ways when we make
9 decisions about the correct methodology.

10 MR. SANABRIA: Very good. The question is: Do
11 you have any comparative data as to some point you started
12 at, to where you went? Is anything like that available in a
13 report, or --

14 DR. ADAMS: Well, as a matter of summarizing data,
15 I could report that of tenure track positions at Wesleyan,
16 the current figure is six point six percent of all tenure
17 track positions are held by faculty of color. The figure in
18 1987/88 was five point four. If you add into that adjunct
19 faculty and visiting faculty, the figures are respectively
20 in 1987/88, eight point two percent, and in 1991/92,
21 thirteen point two percent. Wesleyan has a number of
22 programs, particularly in music, where we rely upon visiting
23 and adjunct faculty. These are old programs, they've been
24 around for quite some time, but there are considerable
25 numbers of people involved in those programs which explain

1 the difference between the percentage of tenure track and
2 visiting and adjunct faculty.

3 MR. SANABRIA: And just two quick follow-up
4 additional questions. Do you have a formal process of
5 evaluating accountability at the faculty and the staff level
6 in trying to achieve some of these things? Is there a
7 written process? Do you have an evaluation process?

8 DR. ADAMS: For which kinds of things? For
9 faculty improvement?

10 MR. SANABRIA: No, well, for any staff in trying
11 to achieve your principles and your goals as stated. In the
12 -- -- evaluation of either your faculty and staff, are these
13 considered? Is there an accountability process?

14 DR. ADAMS: Well, one of the purposes of the
15 faculty committee on minority recruitment and retention was
16 indeed to provide a point of accountability, at least in the
17 sense that there would be a faculty group that would be
18 closely observing the regular and visiting appointments, and
19 the scheduled appointments. And that that group would be,
20 in effect, an oversight group, at least in part, to make
21 sure that the special reinforcing mechanisms that had been
22 outlined in the President's policy were in fact being
23 followed. That committee is in its first year, and I regret
24 again that Professor Dupuis is not here to report on it, but
25 that is, certainly within the faculty realm, the most

1 important instrument we have. We also follow, of course,
2 all of the normal affirmative action procedures that are
3 mandated by federal law in the hiring of faculty and staff.

4 MR. SANABRIA: And the question, if I can -- let
5 me see if I can take it in a different direction, as
6 individuals, are you evaluated for your contributions to the
7 efforts at the school? And included in that would there be
8 an evaluation of your efforts with cultural diversity and
9 pluralism?

10 DR. ADAMS: No. Not in the formal sense.

11 MR. SANABRIA: Okay.

12 DR. MONTERO: That is the case in Student Affairs,
13 however, that it -- because it affects such a large number
14 of students, obviously, and it's so crucial to the quality
15 of life, both of students of color and majority students,
16 that it's important from our point of view that issues of
17 affirmative action and program evaluation fall within our
18 evaluation procedures.

19 MR. McLELLAN: I would just add to that, Dean
20 Montero mentioned earlier, the committee on Human Rights and
21 Relations, which is an ongoing body that looks at different
22 communities. I've been on the CHRR for two years now, and
23 last year we began by looking at and following up on the
24 committee's last look into racial, which I believe was in
25 1985. With each office that we looked at to find out what

1 had been done since the recommendations were made, we found
2 there was certainly progress. And that the different
3 offices were responsive, had begun to do more outreach, had
4 begun to organize annual activities of the kind that I
5 talked about earlier. So there -- it's a built-in
6 mechanism, I think.

7 MR. SANABRIA: And I had another question. I
8 heard some very interesting comments from the students as to
9 how to bring forth their political aspirations and achieving
10 some positive results. And you seem to be going in the same
11 direction. Is there a permanent or appropriate review point
12 when you are pursuing some of these activities where you
13 seek input from the students to make sure that that will
14 satisfy one of your objectives?

15 DR. ADAMS: The students are never shy about
16 letting us know how we are pursuing those objectives. And I
17 think that this is -- all of these matters are of such
18 fundamental and continuous institutional interest, that even
19 if we wanted to forget those things, which we do not, it
20 would be very difficult to. The fact is that we are in this
21 for the long run. This is a steady and continuous
22 commitment of the institution, and though things do not move
23 as fast as they should in the world or at Wesleyan, we, I'm
24 sure, are not going to take our eyes away from that, those
25 matters.

1 MR. SANABRIA: And then just one closing question
2 Dr. De Rocco from the Board of Governors shared with us
3 their policy and commitment, the plans that you have
4 submitted, have you looked at those to see if they coincide
5 and are acceptable to the Board of Governors, in pursuant to
6 your activities and what they expect to be seen with
7 multi-culturalism and diversity?

8 DR. ADAMS: I don't know that he mentioned this,
9 but Wesleyan is not required to comply with those
10 regulations flowing from DAG or from the Board of Governors.
11 We were aware, of course, when those regulations were passed
12 out that they were in existence. We are not compelled to
13 require -- to comply, but we are, of course, very interested
14 in the substance of those matters. And we have developed
15 policies that we think are institutionally appropriate to
16 cover those same concerns. But we did not model them on the
17 states model.

18 MR. SANABRIA: So you're not required to follow
19 that process, even for your accreditation on a --

20 DR. ADAMS: That's right. Wesleyan's
21 accreditation is not dependant upon the state
22 re-accreditation process, owing to its status as a chartered
23 institution. Yale, Wesleyan, and two other institutions,
24 Connecticut College and Trinity occupy charter -- have
25 charters with the State of Connecticut, which exempt them

1 from the regulations of the State Statute 1034A, is its
2 technical.

3 MR. SANABRIA: Okay. So your only mandate on some
4 of these then are the requirement of your federal processes
5 that you mentioned to us earlier?

6 DR. ADAMS: Or our own internal mandates.

7 MR. SANABRIA: Right. Okay. Thank you.

8 The question is: Do you have any comparative data
9 on your current faculty, their composition compared to other
10 similar --

11 DR. ADAMS: Peer institutions?

-12 -- MR. SANABRIA: -Yeah.

13 DR. ADAMS: I do not have that such data here, and
14 I'm not sure we have that data compiled in a way that would
15 be totally reliable. That is one of the questions we are
16 interested in looking at. It was one of the recommendations
17 of the President's Commission on Racial Relations, and is
18 one of the things that this committee and the administration
19 will be looking at now that we have our own methodological
20 house in order, so to speak.

21 MR. SANABRIA: We'd like to thank you for your
22 time. It was very impressive. Thank you.

23 The next group to be heard from will be members of
24 the university faculty, Professor J. James Donady and
25 Professor Robert S. Steele. Professor Donady.

1 PROF. DONADY: Yes.

2 MR. SANABRIA: If you pull that a little bit
3 closer to you, (inaudible).

4 PROF. DONADY: First I'd like to say that I was
5 invited to be part of this panel, not chosen by the
6 administration, that -- although I hope they would have if
7 given an opportunity. And I think that was because of my
8 title, sometime ago, as being Co-Chair of the President's
9 Commission on Racial Relations. Let me point out that the
10 work of that commission began from the then called
11 Tri-Minority Council, requesting that a --

12 MR. SANABRIA: Pull it a little bit closer.

13 PROF. DONADY: We're going to have a problem with
14 eyesight and I'll have to properly use my bifocals.

15 The Tri-Minority Council that the students spoke
16 of earlier was influential in requesting that such a
17 commission come into existence, asked the president to do
18 that. That was in December of 1989. The president
19 appointed a nine-member commission, three faculty, three
20 administrators, and three students, with staff. That was in
21 February of 1990. Several very difficult racially oriented
22 incidents took place on campus that spring. But in fact,
23 they did not precipitate the commission being formed, they
24 did affect the work of the commission. We found ourselves
25 spending a good deal of time trying to make sense out of how

1 the community felt about the insults that were being heaped
2 upon it by these incidents. And in doing so, we produced an
3 interim report. This was in June of 1990. And the really
4 singular point we made in that report was that Wesleyan
5 suffered from a communication problem. The communication
6 problem actually has been alluded to by several previous
7 speakers, and in fact, I heard similar remarks this morning
8 from UConn. It is one -- it's communication in several
9 directions. For one, many of the programs that you just
10 heard about, that have been in existence for some time, in
11 fact, were not known by the constituencies for whom they
12 were established. The interactions that take place between
13 articulate, bright, aggressive students and administrators,
14 ones as you've seen today, there frequently is not
15 communication from those students back to their constituency
16 that these dialogues are taking place. Furthermore,
17 Wesleyan, I think much better now, but at that point, could
18 clearly be criticized, both at the faculty level and at the
19 administrative level, for not wanting or needing to listen
20 to students until a problem arose. And how big a problem it
21 had to be for some, dictated how fast they were willing to
22 listen. I think we made a great deal of progress in
23 reference to communication.

24 Continuing my chronology, in September of 1990,
25 midway in the President's Commission's activities, the

1 newest Wesleyan affirmative action plan was put forth by the
2 new president. And we spent a fair amount of time dealing
3 with specific points in that affirmative action plan, as
4 concerns that we had and recommendations that we made in the
5 final report that you have before you.

6 Finally, in August of '91, we produced a final
7 report and if you would ask me to summarize a one take-home
8 lesson from that report, it is that Wesleyan has
9 institutional structural problems as they relate to dealing
10 with racial issues. And the word problem, many of the
11 structural issues are virtues in some aspects, but in
12 reference to solidifying the campus in reference to
13 communication, in reference to accountability, they in fact
14 may be drawbacks for issues such as racial relations.

15 So, over that two and a half year period, there
16 was a great deal of effort on the part of some faculty
17 students and administrators. We received excellent support,
18 moral and financial from the president, to bring in outside
19 specialists and representatives from other campuses. We
20 produced fifty specific recommendations, around twenty-one
21 concerns. We've since then had a campus review of that
22 final report over the past year, and we are about to receive
23 the president's response to that report. And I say about, I
24 have seen a draft document, which I'm quite pleased with.
25 It has -- it was not an instant response, because if you've

1 noticed, many of the recommendations that we've made
2 involved other activities on campus, other groups on campus,
3 faculty groups, for instance. And so the president has not
4 responded until hearing from those faculty groups, at least
5 given ample time to hear from them.

6 What I thought would be useful would be if I would
7 take a few of the recommendations to highlight what has been
8 done and what hasn't been done, and how problems have been
9 corrected, or attempted to be corrected, in some cases have
10 not been.

11 Our first recommendation, and I think its position
12 is noteworthy, was to ask for a comparison between other
13 institutions. And to ask for target goals to be reached,
14 and a reasonable time frame. I think those are reasonable
15 things to place on any activity. They are difficult things
16 to place. You can assume with an issue as difficult as
17 racial diversity that in fact we are going to have failures
18 in meeting such goals. But the commission felt those
19 failures, as long as they weren't head-hunting failures,
20 would in fact be stimuli, would force the institution to
21 realize, "Well, we thought we had a reasonable amount of
22 time to accomplish this, but we didn't. We need to do
23 better."

24 We did ask for a faculty committee on recruitment
25 and retention, so that the faculty became involved in the

1 recruitment and retention process. That has been
2 instituted. That committee has been working all year. It's
3 unfortunate that Alex Dupuis is not here. He could've
4 spoken to some of their deliberations.

5 We have been seeking funds, recommendation six
6 point one, and McNair (phonetic) is the latest grant funding
7 attempt that is being waged.

8 But some others should be mentioned that weren't
9 earlier, that are particularly close to me.

10 In the sciences, I'm in the biology department.
11 In the sciences we have the least number of faculty of color
12 - - of any of the divisions. Often, that is zero. That
13 certainly needs to be corrected. But in the interim, what
14 we are trying to do is to bring role models onto campus and
15 to supplement the obvious lack of such role models in the
16 active tenure track faculty.

17 Hughes Program has developed a Minorities in
18 Science Seminar Program, and has brought more than a dozen
19 outside speakers, who give seminars for the regular faculty
20 frequently, but more importantly, meet with minority
21 students and explain to them the difficulties they had in
22 working their way up through the academic white ladder --
23 white male ladder. And it has been a wonderful experience
24 for faculty like myself as well as the students.

25 We asked for a permanent subcommittee of the

1 Educational Policy Committee to be set, that would deal with
2 ethnic diversity of the curriculum. That seemed like a
3 reasonable request. The Educational Policy Committee is the
4 faculty committee duly elected, and in its by-laws that deal
5 with curricular issues, the EPC has deliberated our
6 recommendations. Unfortunately, I must report they've
7 decided against establishing such a subcommittee. These are
8 my own colleagues. I haven't read their report, so I'm not
9 sure of all their reasons. But in fact, when something
10 doesn't happen, it isn't always the administration that is
11 making that decision. In this case, clearly, a group of
12 -- faculty members don't think that's a good idea.

13 They have also decided that Recommendation 9.1,
14 which asked that courses that address historical experience
15 of minorities be included in the general education
16 expectations of all students. They too decided that they
17 would not further recommend that.

18 I think there is some very positive things to be
19 said about Recommendation 11.1 and Professor Steele will
20 mention those. Those ask for multi-cultural course
21 listings.

22 Recommendation 15.1 asks that the Student Affairs
23 Committee, again, another faculty committee elected, and
24 part of its by-laws, that the SAC create a subcommittee to
25 address issues of race, diversity and ethnicity. I can't

1 report to you at this point what the decision has been. The
2 SAC has not completed its deliberations.

3 Finally, Recommendation 20.2 asks that the records
4 of admissions, the statistics on student admissions, be much
5 more available. And it has already been mentioned, but I
6 certainly want to repeat it, the class of 1995 is
7 twenty-eight percent minority. I believe that's the highest
8 that Wesleyan has ever had.

9 On that up-note, let me say it isn't all going up.
10 Certainly the faculty committee decisions that I mentioned
11 earlier don't seem to be particularly positive.

12 What are our problems? How will they be solved, I
13 think go right to the core of the institution. The students
14 recognized it earlier and described it as horizontal. The
15 faculty are quite independent. And the major political
16 units on campus are departments. And it is those kinds of
17 organizations and structures that must be either broken down
18 or infiltrated with ideas and activities to in fact effect a
19 change. I think the breaking down might in fact be taking
20 place in reference to recruiting and retention. I would at
21 least hope that the current year's success of already four
22 out of six tenure track faculty positions being filled by
23 faculty of color would suggest that the administrative
24 handling of those positions has influenced departmental
25 decisions.

1 As part of the report, one statement I would like
2 to read directly. "What we need is a positive climate of
3 expectation that can only be affected by a strong and
4 persistent administration working together with a committed
5 faculty, in coordinated effort, to recognize, understand and
6 communicate with all groups related to the concerns of
7 people of color."

8 I see Wesleyan's success and its future and its
9 problems and how to deal with them lying much more with the
10 faculty, and how it responds to both students and
11 administration.

12 MR. SANABRIA: Thank you very much. Professor
13 Steele?

14 PROF. STEELE: I'm here to address the
15 multi-cultural curriculum initiative at Wesleyan. When the
16 multi-cultural grant from Ford came through, there was
17 initially a faculty seminar series which helped us as
18 faculty to find what we were doing in terms of
19 multi-culturalism and what we were not.

20 Out of this group, an attempt to really coordinate
21 faculty endeavors in multi-culturalism, to inventory what
22 Wesleyan has achieved over the last twenty-five years.
23 Wesleyan's engagement with multi-culturalism has a long
24 history. It's a long history of yearly effort, that kind of
25 yearly effort that never makes the headlines but makes for

1 real institutional change over time. In the last
2 twenty-five years, Wesleyan has built up a substantial
3 inventory of classes which deal with roughly multi-cultural
4 themes. This inventory is so broad, that multi-culturalism
5 can, at Wesleyan, be studied really within the context of
6 something that we're tentatively calling World Studies.
7 That is, instead of multi-culturalism being the context for
8 other studies, we think that at Wesleyan, multi-culturalism
9 can be worked into a notion of a broader understanding of
10 the variety of cultures, both in the United States, but in
11 the world at large. World Studies at Wesleyan is taking
12 shape in the mapping of cross-cultural, international and
13 multi-cultural courses. This articulation of Wesleyan's
14 many offerings in these areas will aid students, faculty and
15 administration in planning, coordinating, inventory, and
16 publicizing the vast array of classes taught at Wesleyan,
17 which have as a theme the study of the varieties of the
18 human experience within American society and around the
19 world. If, as President Chase has said, our aim is to
20 cultivate and nourish in our students the knowledge, the
21 intellectual skills, and the habits of mind they must have
22 in order to succeed as active, self-conscious and critical
23 members of the complex world they are now inheriting. And
24 we as educators must prepare them to navigate in that world.

25 With the curricular sprawl that characterized the

1 last decades on college campuses, we're now faced with the
2 necessity of taking inventory in order to provide students
3 and faculty with coherent curricular planning for the next
4 decade. With the help of the Ford Foundation, Wesleyan has
5 undertaken such an initiative around multi-culturalism. The
6 rich resources in courses and faculty Wesleyan has amassed
7 over the last twenty years, are being brought together in
8 revitalizing ways to produce a curriculum which is not only
9 multi-cultural in the narrow sense of representing
10 scholarship on race, ethnicity, class and gender in America,
11 but which broadens the scope of multi-culturalism itself.
12 Wesleyan is trying to realize that pluralistic,
13 multi-culturalism, or World Studies, which looks -- which is
14 composed of classes dealing in cross-cultural issues,
15 international issues, multi-cultural issues and issues of
16 identity. With a full-time faculty of about one hundred and
17 eighty, Wesleyan offers over three hundred courses in
18 cultural, multi-cultural and cross-cultural topics, to an
19 undergraduate student body of about twenty-six hundred.
20 This rich curriculum is spread over twenty-six departments
21 and programs, and linked formally by cross listings and
22 informally by faculty affinities and student initiative.

23 The challenges other people have spoken to for
24 Wesleyan is always coordination. It is a tremendously rich
25 institution, but one that, as I think, now finally

1 addressing important issues of how to take that richness and
2 marshal it towards some definite goals. And I think that
3 multi-cultural education is one of those goals that the
4 administration, students, and faculty have all decided to
5 focus resources towards. The challenge for Wesleyan and
6 other institutions with diverse and rich curricula is not to
7 build a new curriculum, which attempts to represent, however
8 tentatively, the vast variety of cultures and ethnicities
9 within the United States, and even more ambitiously, the
10 world. The challenge is for Wesleyan to organize its vast
11 array of courses into a coherent curriculum which will
12 encourage faculty collaboration and enhance undergraduate
13 education in inter-cultural, international, multi-cultural
14 and identity studies. The large number of courses dealing
15 with ethnicities, race, nations, varieties of religions,
16 artistic expression from around the world, sexualities, and
17 cultural studies within the Wesleyan catalog make it clear
18 that we have the essential resources for building a
19 multi-cultural curriculum. However, this curriculum exists
20 in inchoate form. Organizing this often near chaos is made
21 difficult by structural and economic factors. The structure
22 the university, divided as it is, by divisions, departments
23 and programs, tends to increase fragmentation across the
24 curriculum. A proposal which works with existing courses
25 within the traditional structure of the university and makes

1 no demands on either faculty time or university funds, both
2 of which seem to be essential in this age of shrinking
3 resources, is to better orchestrate our assets into
4 multi-cultural clusters. A cluster is a grouping of courses
5 around a theme, topic or petigogugal (phonetic) focus, even
6 though the courses may be situated in different departments,
7 divisions and programs. Clustering works to bring faculty
8 together and provide students with maps of different parts
9 of the curriculum, giving them guides to how classes,
10 oftentimes from diverse departments and programs, fit
11 together to provide intellectually integrated courses of
12 study. For faculty, clusters provide an opportunity for
13 them to integrate their existing courses into an
14 inter-cultural and international framework without
15 necessarily having come off by those courses, although,
16 faculty research grants from Ford, in support of course
17 modification, has supported many faculty in giving wider
18 multi-cultural dimensions to their classes, in terms of
19 including additional materials on ethnicity, gender, sexual
20 identity, and race. Since faculty will initiate the linking
21 of courses to a cluster, it is they who will generate the
22 actual working definitions of multi-culturalism at Wesleyan.
23 In this way we hope we will -- in this way we will hope to
24 build a truly pluralistic multi-cultural curriculum,
25 representing many diverse perspectives. In addition, the

1 connections that are established between courses will likely
2 lead faculty to two new forms of cooperation and
3 intellectual sharing.

4 First and foremost, however, these multi-cultural
5 clusters will provide students with a new vision of the
6 curriculum, one in which they can see how courses span
7 departments and programs to link up in challenging new
8 intellectual formations.

9 So far we've identified, I think it is, twelve
10 such clusters. They include Africa, the States, and the
11 Caribbean. This is a cluster of over twenty-four courses
12 that have as their theme the African and African American
13 and Caribbean experiences and identity. There's also a
14 cluster in Asia and Southeast Asian studies. There's
15 cross-cultural studies in religion and society.

16 There's also something that we're quite excited
17 about which is part of the first-year frosh initiative at
18 Wesleyan, which we call Welcome to World Studies. And this
19 is really a set of almost fifty courses, all with some sort
20 of cross-cultural, or multi-cultural theme that will
21 introduce students to the very rich catalogue of classes
22 that Wesleyan has dealing with race and ethnicity and class
23 and gender.

24 There's also a cluster, and this is the largest
25 one at the university, the largest one of these

1 multi-cultural clusters, composed of, I think it will be
2 almost sixty courses, called Race, Ethnicity, Class and
3 Gender in America. This is what has customarily been
4 defined in a narrow sense multi-culturalism. These are
5 courses that will be mapped from over eight different
6 departments at the university, including Afro-American
7 Studies, American Studies, Economics and Women's Studies.
8 There's a cluster in International Studies. There's a
9 cluster in Languages and Programs Abroad, one in Latin
10 American Studies, one in Science in Society. There's also a
11 cluster that takes a critical look at theories of cultural,
12 - called The Culture Cluster, and there are also a very rich
13 offering of courses in world music, which spans the music of
14 many diverse cultures from around the world and also from
15 within the United States.

16 Clusters vary in size from a small number of about
17 seven classes to the one very large cluster, which is over
18 sixty classes.

19 Coordinating these in some coherent form has been
20 truly a challenge, and it's a challenge we are just taking
21 out, and in fact, we are using computer simulations now of
22 the curriculum to try to figure out some kind of coherent
23 way through this very richness. And that's turning out to
24 be a fascinating task, which I think will help us order the
25 curriculum to an even greater extent.

1 With resources and cross-cultural and
2 multi-cultural and international classes as rich as
3 Wesleyan's that are really diffused throughout the
4 curriculum, Wesleyan can avoid and has avoided pitfalls
5 associated with tokenism and the ghettoization of diversity.
6 Over the next few years then, Wesleyan can, and I think
7 will, preserve and pool its resources it already has to
8 enhance its richly diverse curriculum. Without additional
9 faculty or financial resources, such diversity can be
10 transformed from the disorder of the present into
11 inter-linked clusters of courses, which will provide an
12 intellectually integrated curriculum for the next decade.
13 And I think multi-culturalism will, if my travels around the
14 country and my work at Wesleyan proves the case, be really a
15 center for bringing diverse curriculum together in a new, at
16 least subset of university study. Thank you.

17 MR. SANABRIA: Thank you. Thank you very much.
18 Professor Donady, we've had one follow-up question to that.
19 In your discussion on the conflict that seems to arise
20 between what the missions of the university is, as noted in
21 the special report that you referenced, and then the role of
22 the faculty in determining what becomes the stated mission,
23 which side has to decide the voice of voting in that
24 process, or how will that come out?

25 PROF. DONADY: First, let me make clear, I thought

1 it was stated earlier, but that President's Commission is a
2 report. It has no power. We handed it to the president and
3 he could do with it what he will. He has, in fact,
4 circulated it extensively, and many of the recommendations,
5 in fact, don't refer specifically to the president, but as I
6 mentioned to some faculty committees. So this was not
7 policy. These were recommendations that a committee of
8 students, administrators and faculty came up with. We are
9 now going through the process of institutionalizing those
10 recommendations. And I've already indicated to some,
11 apparently will not become institutionalized. And I say in
12 reference to the Educational Policy Committee, if the
13 Educational Policy Committee does not deem a matter worthy
14 of legislation, it doesn't bring it before the faculty for a
15 vote. So, it -- apparently that is what they have done.

16 MR. SANABRIA: Thank you.

17 DR. MACY: In regard to that, in other words, this
18 statement doesn't go like at a public university. Something
19 like this would go before the Board of Trustees of the
20 university. The state -- the Senate might make a -- take a
21 position, but in your case, your report and recommendations
22 do not go before the Board of Trustees for action, until
23 after the Senate or the faculty committees make their
24 positions known?

25 PROF. DONADY: Except if a recommendation

1 specifically involved the Board of Trustees. For instance,
2 I can't recall that they were singled out, but the three
3 faculty positions were listed as new positions. So it would
4 surprise me that the Board of Trustees would be interested
5 in funding those positions. Where are we going to find the
6 funds for that? Who -- which agencies can we go to? How
7 can we put this into our development campaign? But these
8 were recommendations that appropriate parts of the
9 university were being asked to consider.

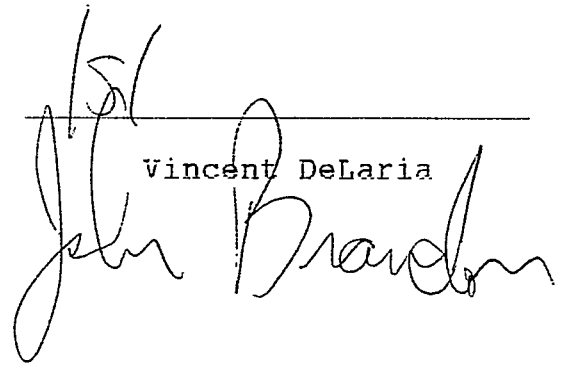
10 MR. SANABRIA: Gentlemen, thank you very much.

11 Before we close and we've heard from all of our
12 -panelists, and I'm not sure who else was left there, but if
13 there was anyone in the audience who so desired to make any
14 additional comment or submit a report, now would be the time
15 to do so. And if there is no other ones, we would like to
16 thank you for coming, and I see some faces who have been
17 here most of the day, we'd like to thank you for attending
18 as such, and we do appreciate the opportunity, and our many
19 thanks to Wesleyan for this afternoon's input. Thank you
20 very much.

21 (The forum concluded at 3:40 p.m.)
22

C E R T I F I C A T E

I, Vincent DeLaria, duly qualified Notary Public in and for the State of Connecticut, hereby certify that the foregoing is an accurate transcription to the best of my knowledge and ability.



Vincent DeLaria

My Commission Expires:

April 27, 1992

For Overview Panel

On Sunday, April 12th, a seminar was held for Connecticut Hillels at Yale University. Hillel is the umbrella organization across the country that serves Jewish students, faculty and staff on campus. The meeting was organized and run by the Anti-Defamation League of B'nai B'rith, an organization committed to fighting racism and bigotry, particularly directed against Jewish people. Participants came from the University of Hartford, Trinity, Wesleyan, Yale, Connecticut College, and the University of Connecticut where I serve as Hillel Director.

In addition to discussing these issues on campus and how to deal with them, it was also a wonderful opportunity for students to "network" with each other. There may very well be a sense of isolation on various outlying campuses, such as ours and the chance to meet with others and share ideas was invaluable. The conference was well-attended. With growing antisemitism and assimilation worldwide, but particularly at universities, never has the need for a Jewish presence on campus been greater. Unified, the students are much better equipped to monitor and react to this activity when it occurs.

*David Silver, Director
B'nai B'rith Hillel
Foundation at the
University of Connecticut*

B'nai B'rith
HILLEL FOUNDATION
at the University of Connecticut

April 27th, Keller Auditorium,
the University of Connecticut Health Center,
263 Farmington Avenue

United States Commission on Civil Rights
Eastern Regional Division

**Forum on campus tensions associated
with racial and religious bias**

Committee Witness: UConn International Students

speaker: Shariq Chhapra, 4th semester art major-
Member/delegate of the UConn Intercultural Federation
Citizenship: Pakistan

Members of the Advisory Committee,
Honorable Guests,

My name is Shariq Chhapra. I am currently an undergraduate at the University of Connecticut and also a member of the Intercultural Federation. The Intercultural Federation is the student advisory board to the Department of International Services and Programs. In essence we--members of the Intercultural Federation-- ensure that the department's programs are in the interests of foreign and U.S. students. Our main goal is to promote racial and cultural exchanges between students regardless of their origins.

Over the past few months, the Intercultural Federation has been involved in discussions regarding racial incidents on campus. These incidents range from issues of housing, to admissions, to ethnic and racial disputes. Given the time limit for this Hearing I would like to make my statement as brief as possible. However, I am prepared to comment on any specific details regarding these and other incidents during the panel discussion.

In recent weeks the Daily Campus brought to light cases of a racial nature. The two most striking cases involved on one hand, the International Undergraduate Student Committee, and on the other hand, the Division of Student Affairs and Services over a settlement of a racial dispute between a Resident Assistant and a student. I will briefly discuss these two cases as follows:

Regarding the first case, let me say that the International Undergraduate Student Committee was appointed by the Provost Office to make recommendations regarding the conditions of admissions of International Undergraduates at the University of Connecticut. But recently, the committee has been dead-locked following an allegation of racial bias from one of its members. The Intercultural Federation, shocked by the seriousness of this charge -and the way it was being handled since- took it up with the Provost and the President's office. After careful consideration the President took the matter in his own hands by restructuring the I.U.S.C.

In the second case, involving the settlement of a racial dispute between a Resident Assistant and a student, the Division of Student Affairs handled the matter unsatisfactorily. Due to their own interpretation of existing University by-laws regarding "fighting words", the Division of Student Affairs decided not to consider the racial issue any further and opted instead for a misdemeanor charge against the accused.

Now, to conclude, I would like, on behalf of the Intercultural Federation, to thank the Advisory Committee for inviting me to this panel. We hope that the information provided here by the Intercultural Federation will be useful to the Committee to help this and other campuses attain racial harmony.

Dear Advisory Committee and Civil Rights Leaders,

Hi. My name is Steven Schneider and I am currently a Junior at the University of Connecticut and President of the Hillel Student Council. For those of you who aren't familiar with Hillel, it is an organization serving the needs of Jewish students across the United States. But I am not here just for Jewish Students, but for all students, of all colors, religions, genders, and ethnic backgrounds. Throughout my studies I have witnessed various acts of anti-semitism, bigotry, racism, and sexism. But since I am representing Jewish Students I will use two examples of anti-semitism. I will then follow my examples with things occurring on campus to deal with these problems and possible solutions which I feel can solve these problems.

One public act of anti-semitism that I experienced was when UConn's Student Board of Governors invited Prof. Griff a former member of the rap group Public Enemy and a known anti-semiter, to speak about Music Censorship. I could not believe that SUBOG would invite a person known previously stating, "Jews are the Reason for Wickedness in the world", "Jewish doctors ^{have} implanted African Babies with the Aids Virus." I was shocked, and immediately sprung into action to educate people about the wrongs of what this man preaches. No, not just for Jewish students but for the whole campus community. Hillel, with the help of the Anti-Defamation League directed by Rob Lieken, and the support of local community leaders held a rally not to demonstrate against Prof. Griff right to speak but to educate people about his statements. We received tremendous support through the press and the campus community.

Another incident that comes to mind occurred in my own residence hall. I was eating breakfast with some friends when they explained to me how an outsider of the University of Connecticut had written profanity on the female floor. At first I didn't take notice, but then they caught my attention by saying "They had written ugly hate filled words". After further questioning they told me what was written. The words read "Death to All Blacks," "Death to all Jews", "Hei Hitler" and a swastika was drawn. I had read about neo-nazism and about the new wave of people trying to deny that the Holocaust ever occurred. But this incident still shocked me, and left me hurt. I remained silent, maybe out of fear or maybe out of disgust. But ^{now} today, I face this with all of you.

(Now let me begin to address current programs combating this problem and then provide everyone with my own solutions)

Two years ago when I attended a conference led by the Anti-defamation League, about combating anti-semitism on college campuses I was under the impression this would never happen at UConn. Little did I know 2.5 years later I would have to face these problems. Hillel's across the state hold conferences every semester dealing with the issues of racism, anti-semitism, and bigotry but this is not enough. The ADL does a great

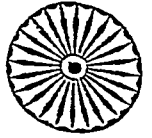
job, but how can this problem be solved without all groups of all race, religion, gender, and ethnic background coming together. If people are to accept one another they must first sit down and talk. Must sit down and discuss the differences and similarities between each other. I feel, the problem needs to be addressed by the President of the United States. If President Bush is the education president, I challenge him to start educating people about the great melting pot we live in. I feel colleges across the nation need to start an Organization that encourages communication between students of different race, religion, gender, and ethnic backgrounds. Another possible solution to this problem is to require all college students to take a course about racism, bigotry, anti-semitism, and sexism. The time is now to start programs that will combat the problems of discrimination of all types. We must do this not just for Jewish people but for all people, of our "Great Melting Pot".

~~The~~ I thank you for the opportunity to speak, and
lets make America a ~~True Melting Pot~~, the land of the free.



The India-America Society

of
The United States



April 26, 1992

The Chairman
Committee on US
Commission on Civil Rights

Dear Sir:

As an organizer of the India-America Society of the United States I have been subjected to ethnic discrimination, harassment and retaliation by the officers and employees of the University of Connecticut. I made every efforts to peruse my complaints through the University's Office of Affirmative Action and also with the University officers. I must admit that the office of Affirmative Action of UConn is nothing but a place for harassing the victims of discrimination. I have been shuttling between Affirmative Action office and the University administration for the past few months, but to no avail. I am enclosing some of my correspondence with the University officials which is self explanatory. Being the founder President of the organization if I am treated so badly one can imagine the plight of other people in the University.

I look forward to your action in this matter.

Sincerely yours,

Suresh Deman

Permanent Address:

c/o Jennifer I. Mayo-Deman
530 S. trenton Av.
Pittsburgh, PA 15221

cc: Mr. Peter Wan, Chair, Asian American Association.



STATE OF CONNECTICUT
COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES
EASTERN REGION OFFICE
100 BROADWAY, CITY HALL, NORWICH, CONNECTICUT 06360
Tel. (203) 886-5703 Fax : (203) 886-2550

IN REPLY :

AFFIDAVIT OF ILLEGAL DISCRIMINATORY PRACTICE

DATE April 24, 1992 Case No. 9240449

My name is Suresh Deman and I reside at 530 South Trenton Avenue, Pittsburgh, PA 15221.

The respondent is State of Connecticut, University of Connecticut whose business address is 352 Mansfield Road, U-48, Storrs, CT 06269-2048.

I was retaliated against and my contract as an Adjunct Faculty Member teaching Economics was not renewed on November 29, 1991. My faculty advisor resigned from his position of advising me on March 16, 1992, and I was given a grade in a course lower than my work justified on April 3, 1992. I believe that my national origin and ancestry, Indian, and my prior complaint of discrimination against me were factors in these actions. I believe that the respondent violated the following laws: Conn. Gen. Stat. 46a-60(a)(1), 46a-60(a)(4), 46a-70(a), 46a-64(a)((1), 46a-64(a)(2), 46a-69(a), 46a-71(a) and Title VII of the Civil Rights Act of 1964, as amended, as protected by Conn. Gen. Stat. 46a-58(a).

I provide the following particulars:

1. Respondent employs at least 15 persons.
2. At the time of my hire, I informed respondent of my national origin and my ancestry, Indian.
3. From September 1990 and continuing to January 1992, I was employed as a Adjunct Faculty Member, teaching economics at respondent's undergraduate school in West Hartford, CT.
4. In September 1991, Russel Farnen, Director of respondent's West Hartford Undergraduate School, loudly reprimanded me in the presence of my colleagues and students and physically chased me from the building in which we were meeting. In the course of reprimanding me, Farnen made a derogatory reference to my Indian national origin and ancestry.
5. In September 1991, I complained to Farnen that he was discriminating against me due to my Indian national origin and ancestry and I asked him to stop doing so.

On November 29, 1991 and on December 5, 1991, Farnen verbally told me that my contract as an Adjunct Faculty Member teaching economics would not be renewed in the Spring 1992 semester.

COMPLAINT AFFIDAVIT

Case No. 9240449

Page 2.

6. Throughout my employment by respondent as an Adjunct Faculty Member, all of my evaluations have been above average and respondent had no reason to discharge me.
7. Respondent is a provider of public accommodations and educational services and I am a student in its graduate economics program.
8. On ^{Deman} March 16, 1992, Arthur Wright, respondent's Professor of Economics, resigned from his position as my Graduate Faculty Advisor in retaliation because of my previous protests of discrimination against myself because of my Indian national origin and ancestry.
9. On April 3, 1992, Richard Kohl, respondent's then Assistant Professor of Economics, gave me, who was then a graduate student in his economics history course, a "B" grade in that course, which was a lower grade than he gave to other graduate students in the same course similarly situated to me except that they are not of Indian national origin or ancestry, and who have never filed a discrimination complaint against respondent even though I did course work of a higher quality in Kohl's class than these others did and one of these others is Richard Langlois.

I request the Connecticut Commission on Human Rights and Opportunities to investigate my complaint, secure for me my rights as guaranteed to me under the above cited laws and secure for me any remedy to which I may be entitled.

Suresh Deman, being duly sworn on oath, states that he is the Complainant herein; that he has read the foregoing complaint and knows the contents thereof; that the same is true of his own knowledge, except as to the matter herein stated on information and belief and that as to these matters he believes the same to be true.

Dated at 4/ Norwich, Connecticut this 24 day of April 1992, 1992.

Deman

Complainant's Signature

Subscribed and sworn to before me this 24th day of April, 1992.

Beverly C. Mulford

Notary Public/Commissioner of Superior Court

JPH:emc

MY COMMISSION EXPIRES JUNE 30, 1997

MEMORANDUM

TO: Thomasina Clemons, Director
Office for Affirmative Action Programs

FROM: Joan Gilbransen, Program Associate *Joan Gilbransen*

DATE: April 7, 1992

RE: Complaint Statement of Suresh Deman

This afternoon, Mr. Suresh Deman visited OAAP to state that he wishes to file a formal complaint. He alleges that Dr. Russell Farnen, Director of the Greater Hartford Campus, harassed him during the Fall 1991 Semester because of his national origin and ethnicity, Indian. He also alleges that Dr. Farnen's assistant, Ms. Robin Simmons, has accused him falsely of tampering with his teaching evaluations for that semester. He believes her actions also are racially motivated.

Mr. Deman stated that he was an adjunct faculty at the Hartford Campus until the current semester and is a doctoral student in Economics. [He was not rehired at Hartford for the current semester, but is now a part-time Lecturer at Storrs.] He stated that he came to UCONN in September 1990.

Mr. Deman made the following allegations during our initial interview on March 2, 1991:

- He stated that, in mid-September 1991, he cancelled one class because he had an appointment in Pennsylvania. He said he informed the students a week in advance, and discussed options for making up the class. He stated that he notified Dr. Farnen in writing (REFER to 9/11/91 letter to Prof. Fred Carstensen, a copy of which was sent to Dr. Farnen.)

Mr. Deman stated that, when he returned the following Monday, Dr. Farnen allegedly loudly reprimanded him, shouted that he was fired, and generally humiliated him in front of other staff. He said that Dr. Farnen referred to Mr. Deman's ethnicity in a remark similar to: "What does this Indian think of himself, anyway?!" They met again that Wednesday, which Mr. Deman audio-taped. *He said that Dr. Farnen accused Mr. Deman of making up a story*

Mr. Deman told Dr. Farnen that he would take him to Human Rights Commission, EEOC & Office of Civil Rights.

Mr. Deman stated that, during the Fall 1991 Semester, he experienced a problem with one of his students whom he believed had cheated on an exam. He said he confronted the student, who then physically threatened him. Mr. Deman explained that he called the campus police as recommended by Dr. Farnen's (He stated, however, that no further action against the student was taken by the police, Dr. Farnen, or his staff. He said that Dr. Farnen threatened him with the loss of his job if he filed charges.

Secretary Susan Z.

- During the fall 1990 and spring 1991, Dr. Farnen contracted with Mr. Deman to perform some personal work for a mutually acceptable fee, which he has not paid in full. Mr. Deman stated that, after completing the work

Cont. from page 1,

he decided not to continue because of the large amount of time it entailed and slave labor, although Dr. Farnon wanted him to do so. Mr. Deamon believes that Dr. Farnon did not relieve him because he has no further need to keep him, since he refused to accept additional projects. Mr. Deamon states that Dr. Farnon could not do this to a white American facility member.

— Mr. Deman believes that one reason for Dr. Farnen's alleged harassment is that his absence was related to a race discrimination suit he has pending against the University of Pittsburgh, PA.

— He also believes that Dr. Farnen's alleged attitude toward him may be partly because his advisor, Prof. Arthur Wright, and Dr. Farnen dislike each other. Mr. Deman stated that Dr. Farnen probably learned of this after being copied on a letter to Mr. Deman from Dr. Carstensen, head of the graduate programs in Economics. In it, the latter discusses Mr. Deman's courses, grades, and mentions Dr. Wright as his advisor. *Late Nov. 1991 Dr. Farnen told Mr Deman*

his contract will not be renewed and that Mr. Deman will be gone from here.

— Mr. Deman also stated that, Dr. Farnen's assistant, Ms. Robin Simmons, allegedly has accused him of tampering with his teaching evaluations by his students in Fall 1991. [He said that he wrote a letter to Ms. Simmons alleging defamation of his character by her allegation. He sent the letter via "Restricted Delivery" with a return receipt requested. The letter was returned marked "Unclaimed". He believes that this is another instance of harassment.] Mr. Deman said he attempted to have one of his students hand-deliver the letter. He said that Ms. Simmons refused to take it and allegedly threatened to call the police.

He said that, on the day the evaluations were completed, he returned to the classroom after everyone had gone. He found that the two proctors (students) had left the sealed envelopes on his desk. He said that he did not want to leave them there, and so delivered them unopened to the main office.

— According to Mr. Deman, one of the proctors, Michael Kowar, informed him that Ms. Simmons had questioned the validity of the very high evaluations given for Mr. Deman. He said that Mr. Kowar related that she tried unsuccessfully to coerce him into stating that Mr. Deman must have tampered with the evaluations because the ratings were so high. [Mr. Deman presented the attached copy of his teaching evaluations for Spring 1991, showing his ratings to be above the University average in all areas.]

— He said that the Office of Institutional Research will not release the results of these evaluations because of Ms. Simmons' allegations. [REFER to letter dated 2/18/92 from Lois Torrence.]

Under Ms Simmons' office control not one time my salary was process on time.
Mr. Deman indicated the following as desired remedies:

- a. that his Fall 1991 teaching evaluation results be validated;
- b. that Dr. Farnen formally apologize to him in writing; *and*
- c. that he be rehired to the Hartford campus faculty. *and*
- d. *that Ms. Simmons formally apologize to him in writing.*

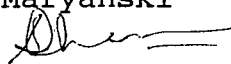
On March 2, 1992, I informed Mr. Deman of his rights to file his complaint with OAAP and with outside enforcement agencies. I also gave him a copy of the University's complaint handling procedures.

I have read the attached file report prepared by Joan Gilbransen of the Office for Affirmative Action Programs. It is an accurate account of my allegations, including the handwritten changes which I have initialed. I hereby request the OAAP to investigate this complaint and understand that it will be shared with the accused parties and with those administrators who must be involved in resolving this problem.

Date: 4/10/92


Signature

April 5, 1992

To: Dr. Fred Maryanski
From: S. Deman 

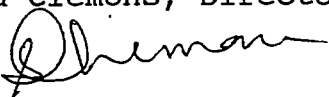
I am in receipt of your memo of April 3, 1992. After shuttling between provost offices for about a month, I got a chance to see you for fifteen minutes on March 6, 1992 about racism at the West Hartford & economics department. You promised me, you will get back to me about the teaching evaluation. I don't know what happened to that Investigation. Since then I had a brief meeting with you and Dr. Tighe with the intervention of International United Students Council on April 30, 1992. I was told during this meeting that you have read my two petitions and you will be addressing the academic and administrative issues. I could file a complaint about discrimination, harassment, and retaliation with the Office of Affirmative Action Program. I also informed you about the harassing phone calls from KKK which I received late nights and other forms of retaliation. Next I received telephone call from you telling me that there is nothing that you can do about academic and administrative matters in my complaints.

I apprised you about the comments made by Ms. Clemons, Director, OAAP, "Dr. Farnen does not discriminate against anyone." These comments were conveyed to me by Ms. Joan Gilbransen, Program Associate, OAAP. I made reasonable efforts to get Ms. Clemons's version of the story, but she was never available. If such comments are made by the law enforcement officer of the University, I can imagine the outcome of investigation of OAAP. Perhaps, there has been an oversight, you did not make any reference to this matter in your memo. I also drew your attention to Prof. Wright's resignation from my major advisorship. You told me, "he can do whatever he wants since you are pursuing complaint of discrimination against his colleague and chairman of the department."

In the above background I asked you to return my petitions. Some of the contents of my petitions appear to have been related to concern parties which has resulted in further retaliation. It seems, UConn does not have an appropriate forum for pursuing complaints of discrimination, harassment, and retaliation. However, I am not withdrawing my complaints from OAAP. As I indicated to you earlier, I am also filing these complaints with the outside agencies. I, therefore, am filing my complaint against Dr. Farnen, Director, UConn at the West Hartford with the Human Rights Commissions, EEOC, and Office of Civil Rights and am seeking counsel's advise on similar matters in economics department. As I discussed with Dr. Tighe, enclosed please find a list of academic and administrative problems which in my opinion can be resolved within the University.

cc: Prof. H. Hartley, Dr. Tighe, Ms. Clemons

April 13, 1992

To: Ms. Thomasina Clemons, Director, OAAP
From: Suresh Deman 
Re: Your memo of April 8, 1992

Your program associate Ms. Gilbransen told me exactly what I stated in my letter. Be advised that in future meetings with your staff I will come with a tape recorder so that lapse of memory can be avoided. I request you assign another person to investigate my case.

Further, I have not heard anything from your staff regarding my complaint against the economics department. Ms. Gilbransen tells me that she has to talk to Dr. Maryanski about this matter. I believe Dr. Maryanski's memo of April 3, 1992 is quite clear and sets guidelines in this regard. Any further delay in processing my complaint will be considered as harassment by the OAAP.

Finally, I appreciate your unsolicited advice regarding my complaints. Question before OAAP is not only that similar situations exist involving other minority faculty, but also whether Dr. Farnen and/or Ms. Simmons would have treated a white American adjunct faculty in a similar manner. Further, I remind you about President Hartley's policy on harassment and I quote, "Each office and person involved in advising complaints on sources of assistance must avoid comments that might dissuade victims from pursuing their rights or constitute threats of reprisal. Such behavior in itself is discriminatory and is a violation of policy."

cc: President Hartley
Provost Tighe

March 20, 1992

Thomas J. Tighe, Provost
UConn

Re: Harassment, discrimination, retaliation, and slander.

Dear Professor Tighe:

I apprised Professor Hartley about the harassment and racial difficulties encountered by me in the economics department and at the Hartford Campus over the years as an Asian American of Indian origin. I understand, our University stands for multi-culturalism and quality control management. If the people are subjected to harassment, discrimination, and slander, I firmly believe the University will fall short in realizing those goals. In response to my concerns, Professor Hartley declared on the floor of the University Senate that I setup an appointment with you to draw your attention to seek redress for my grievances. Since then I have had only chance limited luck of speaking to Dr. Meryanski about one of the many problems faced by me in the Department of Economics. I take this opportunity to put these events in chronological order so that you can understand and take appropriate action. I have had our University OAAP office prepare a complaint against Dr. Farnen, Director, and his assistant Ms. Robin Simmons, at the Hartford Campus. I have passed on that complaint to Dr. Fred Meryanski for action and I am also enclosing a copy for your reference. My grievances in the economics department are as follows:

1. At the very outset, I enclose various University and Department policy circulars on harassment, affirmative action programs, Family Educational Rights and Privacy Act 1974, Freedom of Information, etc. (Exhibit 1)
2. At the University of Pittsburgh I had passed prelims (in microeconomics & macroeconomics), and generals (in econometrics, regional-urban economics, and development economics). I had obtained a masters degree and had also qualified for ABD.
3. I transferred to Uconn economics department in Fall 1988. I was told that all I had to do was to take three courses in fall 1988 semester and thereafter everything would be transferred from the University of Pittsburgh. Once that was done, I would just have to defend my dissertation. Later, they backed off from their commitment. Because, by this time they had come to know that I had been pursuing a racial suit of discrimination against Dr. Kevin Sontheimer, economics chairman in the University of Pittsburgh.
4. In fall 1988 a white American student was transferred to Uconn economics department without any academic standing (i.e. who had not passed prelims and/or generals). This white american student was required to take only one course whereas I had been asked to take three courses even though my academic standing and credentials were far superior. After staying briefly, this student dropped out of the program.

5. I have a letter from Dr. Carstensen, DGS offering me full-assistantship for the spring session of 1988-89. However, that was later denied to me without any basis. As a result of this I had to look for a job elsewhere. I joined the Australian National University as a Research Fellow/Post-Doctoral Research Fellow without a Ph.D. for one and a half year (Ex. 2).

6. In the fall of 1988 I had taken three courses and had completed all requirements before going to Australia. However, grades for these courses were not sent to the registrar's office despite of my repeated written and oral efforts with the concerned instructors, DGS, and the chairman of the department. According to The University of Connecticut Laws and By-Laws(page 46), it is mandatory on the part of the instructors to send grades within 72 hours. Professor Langlois and Mr. Kohl did not send my grades. Their actions are in violation of even Miller-Wright policy on harassment (Ex. 3).

7. For one of the three courses, Econ 301, a wrong grade was sent by Dr. Carstensen on behalf of Mr. Kohl on 2-21-91 (Ex. 4). The reason was, many fellow students and I had questioned the professional judgement of Mr. Kohl about the grades for his course, but that matter was put under the rug by Dr. Carstensen. Mr. Kohl decided to lower my grade from A- to B+ in retaliation to my protest. I have documentation in Mr. Kohl's own hand-writing which show that my grade should have been an A- (Ex. 5). I reported this matter to DGS and Chairman, but nothing has been done so far. My grade for Econ 322 has not yet been sent by Dr. Langlois. He has told me that he has lost every thing, my paper, answer books of final exam, etc.

8. Dr. Carstensen told me that he had recommended my name for summer 1991 teaching position at the Hartford Campus, but at the last moment Dr. Stephen Miller, chairman had taken my name off and assigned these courses to his own white graduate student. I find this action discriminatory. I had taught in fall and spring 1990-91 at the Hartford Campus and someone else was picked to teach in the summer at my place.

9. I was promised by Dr. Carstensen a summer grant of \$500 in lieu of a summer 1991 teaching position. I haven't got that money yet. I was also promised a travel grant of \$300 to accept teaching at the Hartford Campus in Fall 1991 since I was using my own car. I never got that money whereas other people were given travel grants from department and/or University sources (Ex. 6).

10. During my stay at the Hartford Campus, I have received excellent teaching evaluation which is above the average for the University and Department (Ex. 7). I also did some personal research work for Dr. Farnen for which he has not yet paid me. Some of the secretarial staff (Ms. Simmons, Ms. Kozin, Mr. Mayott, etc.) attempted to disrupt my employment at the Hartford Campus. I filed a written complaint with Dr. Miller, chairman and also copied my complaint to the Dean. No action has been taken on my complaint (Ex. 8).

11. Dr. Carstensen compromised the confidentiality of my academic record by passing the information to Dr. Farnen. This action of Dr. Carstensen is against the Buckley Amendment 1974 since he did not have my written or oral permission to share this information with him. Dr. Farnen is not a member of the faculty in economics department. (Ex. 9).

12. Contrary to Dr. Carstensen's written assurance, I have been relocated from Hartford Campus because of my protest against discriminatory and harassing practices of Dr. Farnen and his assistant Ms. Simmons. I consider this action in violation to Title VII of Civil Rights Act.

13. No action has been taken against Ms. Kozin who has done so many wrongs. Rather I was told not to speak to her. This arrangement has caused me a lot of inconvenience in my day to day work in the department.

(a) Earlier I had cautioned Dr. Carstensen's secretary, Sharon Kozin against publicly sharing information about my academic record with other fellow graduate students. That matter was overlooked by the chairman of the department (Exhibit 10).

(b) Ms. Kozin falsely gave information to University housing department that I was no longer connected with UConn even though I was a registered student and had left my mailing address with the department (Exhibit 11).

(c) Ms. Kozin did not give me any information about the Carter award for 1991.

Please realize that people do not make systematic mistakes unless they suffer from racial prejudices.

14. I applied for the Waugh Scholarship in 1990 and 1991. I was more than qualified for this award as per the stipulation of the department. However, scholarship was given to a white American undergraduate student even though my academic and teaching credentials were superior. For the first time this semester I have received notification from the department about the summer grants and other scholarships (Exhibit 12).

15. One of my former and present students was looking for my office. Incidentally she ran into Dr. Miller and asked him, "where is Professor Deman's office". Dr. Miller got very upset and spent about half an hour explaining to her that I was not a professor. She found Dr. Miller's behavior quite unprofessional. My students know very well that I am a graduate student lecturer, however, I can not stop them if they call me a professor. It is a trivial matter but shows Dr. Miller's bias against me.

16. For the 1991 Carter award my name does not figure any where in the department record. No faculty was assigned to evaluate my teaching. The committee did not consider University teaching evaluation for this purpose. I did not even receive any notification from the faculty in-charge or the graduate secretary.

17. Since my transfer to UConn I have published about half a dozen papers in nationally recognized and refereed journals and am currently editing two books to be published by the North Holland Co. (Exhibit 13). Most economics departments in the U.S. are striving to get national recognition on the basis of publications whereas the economics department at UConn has not given me any academic and/or financial reward for my published work. Earlier I was denied a summer grant to write research papers. Monies were given to those who have produced nothing. They are not even willing to substitute my published work in lieu of some of the written exams which were imposed on me.

18. I have been trying to get correct answers to questions on the microeconomics prelims for the last two months, but to no avail. This is another example of harassment (Exhibit 14). One of the graders Dr. Segerson told me earlier, "why have you come back", "I thought you were gone for good", "go back", etc., which I consider the highest degree of racial slurs.

Drs Farnen, Miller and Carstensen have been dissuading me from perusing these issues. I was explicitly and implicitly threatened "whether I will ever get a Ph.D. degree?" Dr. Farnen humiliated me in front of his staff and told me "you are fired", "you are gone from here", etc.; and also used racial slurs. First, my protest against the discriminatory practices in the University and my pending law suit of racial discrimination against Dr. Miller's former teacher Dr. Sontheimer. I know that Dr. Miller had applied for a job with his former teacher Dr. Sontheimer. Dr. Miller admits that my name came in many times in his discussions with Dr. Sontheimer. Second, they themselves believe in discrimination and harassment. They share the common philosophy and that philosophy is either submit to harassment or face the consequences. Now these people have got my major academic advisor Professor Arthur Wright to resign from the advisorship. I believe their actions are in retaliation to my protest against discrimination and harassment.

Sincerely yours,

Suresh Deman

cc: Professor Harry Hartley, President, UConn

We, the undersigned, are concerned with the University's commitment to fairness, affirmative action, and multi-culturalism. Specifically, we are concerned that the affirmative action claim filed by Suresh Deman as we understand it is not being pursued with the seriousness it deserves. It is clear that some of Mr. Deman's concerns could be solved by administrative action alone. We believe that pursuing this case in an expedient and responsible manner would be a large step, both symbolic and real, demonstrating the University's commitment to its stated policies.

INDIAN STUDENTS ASSOCIATION		INTERNATIONAL STUDENTS JOINT COUNCIL	
Name (print)	Signature	Phone/Box #	Council
1. <u>SIVANICKAR MURUGAN</u>	<u>[Signature]</u>	427-6579/4-92	
2. <u>Rajiv Patel</u>	<u>[Signature]</u>	427/6847	Vice President I-
3. <u>Nani Balakrishnan</u>	<u>[Signature]</u>	427-6699	President ISF
4. <u>MOGESH PARMAR</u>	<u>[Signature]</u>	427-6012	EDRYI-
5. <u>MIHIR SINGH</u>	<u>[Signature]</u>	427-5167	
6. <u>Namita Tripathi</u>	<u>Namita Tripathi</u>	427-7370	BC 96
7. <u>Ashish Dham</u>	<u>[Signature]</u>	7-1932	
8. <u>Leena Chawhan</u>	<u>[Signature]</u>	7-2911	
9. <u>Sandeep Aggarwal</u>	<u>[Signature]</u>	7-2062	
10. <u>Shiva Vasanasi</u>	<u>[Signature]</u>	429-0555	
11. <u>Kumar Venkatarajaram</u>	<u>[Signature]</u>	7-6585	
12. <u>PRAKASH CHATURVE</u>	<u>[Signature]</u>	7-5345	
13. <u>Faiguni Upadhyaya</u>	<u>[Signature]</u>	7-5892	
14. <u>TARUN VERMA</u>	<u>[Signature]</u>	7-5265	
15. <u>Krishna Upadhyaya</u>	<u>[Signature]</u>	7-5892	
16. <u>V. Venkatakrishnan</u>	<u>[Signature]</u>	7-6691	

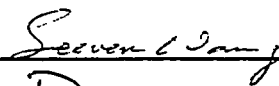
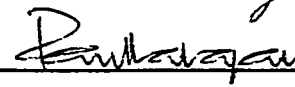
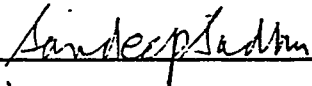

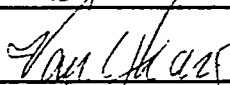


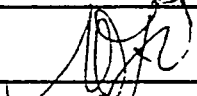
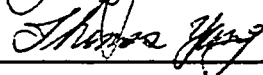
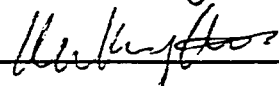
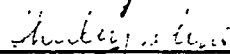
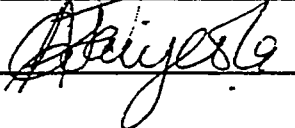
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INDIAN STUDENTS ASSOCIATION / NEPALI STUDENTS ASSOCIATION

Name (print)	Signature	Phone/Box #
1. Anil Parimar	<i>Anil Parimar</i>	427-6101
2. Ananda PARMAR	<i>Ananda Parmar</i>	
3. NISHA PATEL	<i>Nisha Patel</i>	427-5107
4. PRASAD	<i>Prasad</i>	
5. V. Mutalik	<i>V. Mutalik</i>	
6. Jen Jen Hsu	<i>Jen Jen Hsu</i>	439-4574
7. Heidi Field	<i>Heidi Field</i>	427-5119
8. Naomi Pogawala	<i>Naomi Pogawala</i>	427-5091
9. Babso	<i>Babso</i>	7-4904
10. Arachana Patel	<i>Arachana Patel</i>	7-5586
11. Koshen Shrestha	<i>Koshen Shrestha</i>	(Nepal) 486-1799
12. Joseph NASIMOVA	<i>Joseph Nasimova</i>	427-6925
13. Yoichi Miyamoto	<i>Yoichi Miyamoto</i>	(Japan) 427-6997
14. Peter Lee	<i>Peter Lee</i>	427-3877
15. Mahalingam Balasubramanian	<i>Mahalingam B.</i>	427-6748
16.		

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UNITED ASIAN STUDENTS COUNCIL

Name (print)	Signature	Phone/Box #
1. STEVEN WANG		486-5206 / U-60, Box 36
2. Sumanvayan Nairra		667-9124 17, Science City Newington, CT
3. SANDEEP SADHU		203-427-6582 / Box 17 G-100, HPA DF
4. IAN FONG		203-427-1821
5. Van Khang		203-523-1564 Box 29
6. Rajesh Vyas		203-427-6759
7. Ashish Dham		680 427-1432
8. Wei Ji		429-2509
9. Thomas Yang		486-1988
10. Kerry Chen		427-4378
11. Shrikanth Srinivas		427-6638
12. Ganijy Jirjeola		427-6901 / Chemists PHRE 1/17
13.		
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16.		

RACISM AND INTOLERANCE ON CAMPUS (UCONN AND ELSEWHERE)
PANEL PRESENTATION TO THE CONNECTICUT ADVISORY COMMITTEE OF
THE UNITED STATES COMMISSION ON CIVIL RIGHTS; held at Keller
Auditorium, UConn Health Center, Farmington (4/27/92)

Remarks by
Donald Spivey, Ph.D.
Professor of History and Director of the Institute for African-American Studies,
University of Connecticut at Storrs

I shall be brief in hope that we will have time for discussion at the end of our panel's presentation. Neither will I give you a string of examples of racist acts and other acts of intolerance that have occurred on the UConn campus. There have, of course, been many of these deplorable and despicable actions at the University and at colleges and universities throughout the nation. Why?; is what I would like to address in the few minutes allotted me here.

As a Black person in this society, and as a historian of the African-American experience, and having lived and taught in the Midwest, west coast, and east coast, I find nothing new about the issues we are addressing here today. This for me is, personally, very sad. This could be the commission hearings in 1949 or 1963. We talk about "multiculturalism" and "Afrocentrism" today, but more than forty years ago we were talking about the same thing, although the terminology was different. I had a personal flash of *deja vu* when I looked at the names of student participants and saw one named Howard Lindsey on the program for this afternoon; fascinating. One of my very best friends is Professor Howard O. Lindsey, who is a historian at DePaul University in Chicago. That Howard Lindsey was a student activist at the University of Michigan in the 1960s and helped start the Black Student Movement on that campus; and is a founding member of the National Council for Black Studies. Lindsey was engaged in student activism at Michigan at the same time that I was engaged in similar activity at the University of Illinois at Urbana-Champaign. So please excuse my flash of *deja vu*. I trust that the Howard Lindsey who is on the panel of students this afternoon does not have Otis as his middle name? If he does, I may begin to suspect that all of us here may be trapped in an old rerun of the "Twilight Zone."

Let me return to my original question of "why?" Why are the racist acts and other acts of intolerance occurring on our college and university campuses today? The answer to that is the same answer to the question of why the sales' clerk is not helpful, why the kid working at the local MacDonald's doesn't say 'thank you,' why the student at your office door comes in without knocking, why some employers think that blacks, Latinos and other people of color won't work hard, or why some men think that there are some professions and occupations that women can't excel at, or why some people hold stereotypical views of Asians or blame the Japanese for America's economic woes. It is the same answer to "why?" that, I would suggest, is a sub-theme that unites Gerald Gill's study, Meanness Mania: The Changing Mood, to Paula Rothenberg's Racism and Sexism: An Integrated Study, to Ronald Takaki's Iron Cages: Race and Culture in 19th-Century America, to William Chafe's Civilities and Civil Rights. It seems to me that it is that same answer to "why?" that is found, albeit peripheral at times, in the various commission reports of the 1960s: The Walker Report, The Skolnick Report, The Graham and Gurr Report, and, of course, The Kerner Commission Report. What is the one underlying cause that runs through all of these reports, books, and studies that examine police brutality, race riots, gang violence, racism, sexism, harassment, xenophobia, homophobia, campus unrest?

I am not a reductionist, but the one common factor is: **ignorance**; a basic lack of understanding of one another and hence a basic lack of respect for one another as human beings.

The problem of intolerance that we have on our college campuses is symptomatic of the problem that is pervasive throughout the larger society. We are a society that with the passage of each day is becoming fundamentally less educated. As one noted scholar said many years ago: "Civilization is only one generation deep." I fear that assessment is correct.

So when we fail, as we have been doing, to provide quality education at the primary and secondary levels, fail to give proper nurturing in the home and positive role models specifically, there should be no surprise when we as a society reap the bitter fruit produced by a lack of proper cultivation. We are in the midst of an epidemic. Ask yourself how bad is the situation

if these manifestations are occurring on college campuses, the citadels of learning and knowledge, the ivory towers of tolerance?

What must we do? First we must identify the enemy and that enemy is foremost, I believe, "ignorance." Second, as Kwame Nkrumah once said: "Thought without action is meaningless." Having identified our foe we must declare **WAR ON IGNORANCE**, like the war on poverty in the 1960s, and commit ourselves to educating our population at every level, inculcating them with an appreciation of and respect for human diversity. Our universities and colleges must take the lead in this initiative. We are, after all, at the top of the educational food chain and, as such, the responsibility to spearhead this **WAR ON IGNORANCE** falls upon us.

Second, we must, in my opinion, develop a **micro** and a **macro** plan of action at every college and university in the United States. The Institute for African-American Studies at the University of Connecticut is a **micro** effort, but we are trying to do our part. The IAAS is involved in educating the campus community about the African-American experience; recruiting more minority faculty and more minority graduate students; we host the "critical issues" lecture series that brings to campus distinguished scholars of the African-American experience who share with us their research and insights; we are developing an undergraduate major in African-American studies; and we are committed to public service through our outreach program, hosting public seminars and teacher workshops in Hartford and elsewhere; and bringing inner-city youngsters to visit Storrs, thus helping to demystify the University for them and encouraging them to go on to college.

At the **macro** level, the University's leadership must, as a general does with an army, inventory his/her holdings and effectively integrate each division, unit, department, and individual foot soldier into a master plan, a strategic and coordinated campaign against the enemy, which in this case is "ignorance." And at the national level, the supreme commander and chief must do the same.

Thank you for the opportunity to share these brief comments with you.

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April 27, 1992

STATEMENT FOR THE U.S. COMMISSION ON CIVIL RIGHTS

DAVID J. FINE
WESLEYAN UNIVERSITY

I am a sophomore Bachelor of Arts candidate at Wesleyan University and have been significantly involved with the Wesleyan Jewish community over the past two years. Though Wesleyan has no official Hillel, its Jewish community is strong and active. The Havurah is the general Jewish student union which works in co-operation with the University-employed Jewish chaplain in Jewish religious programming, organizes its own programs of general Jewish interest, and represents the Jewish community to the general community. I have been serving as a member of its Board since last spring. There are other specific Jewish organization on campus outside the Office of the Jewish Chaplain and the Havurah, namely, the Bayit (Jewish Interest House), Aliyah (Israel Interest Group), Hamakkor (Jewish literary magazine), Kosher Kitchen (Kosher eating program), WesJac (Wesleyan Jewish Action Committee), and T'fillah (weekday prayer group). All groups work together to form a cohesive community.

There are not ~~that~~ many incidents of anti-semitism at Wesleyan. This is due, in my mind, to the fact that the Campus is one-third Jewish (around 900 Jews), that the Jewish community is so active and vocal, and that the Administration of the Jewish community along with all of the various cultural and racial communities at Wesleyan. Earlier this fall there were a series of swastikas found around the Campus, but they seem to have been the work of just one or two people. The incidents did not spread to a general campus anti-semitism, but on the contrary, the general campus community seemed to join the Jewish Community and the Administration in disgust. The whole incident was co-incident with the gubernatorial campaign of David Duke, and the swastikas have not re-occurred since.

The swastikas, though an isolated incident, were telling of the ways the University community deals with problems of racial intolerance. The organized Jewish community 'rose to the occasion' by comforting concerned Jewish students, speaking for the Jewish community to the public, organizing a general campus response, and working with the Administration in its efforts to investigate and prevent the whole phenomenon. The Administration was very committed to work against such intolerance, and was so committed without any urgings from the Jewish community. The general student body was responsive and concerned.

In general, Wesleyan is an open multi-cultural community where the various cultures are fostered by their respective student-organizations, all with the support of the Administration. The Administration has certainly been supportive of the Jewish community. It has, all in this year, secured the presence of our Jewish chaplain, offered us a badly needed common space for our functions, and begun serious discussion of a University sponsored Kosher eating option for next year. All of this has helped the Jewish community exist as proudly and comfortably as it does.