

UNITED STATES COMMISSION ON CIVIL RIGHTS
EASTERN REGIONAL DIVISION
1121 Vermont Avenue, N.W., Rm. 710
Washington, D. D. 20425

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IN RE: Sources of Bias-Related Tensions on College
Campuses; AND
Approaches to Reducing Racial/Religious Bias
Affecting Campuses

H E A R I N G

VERMONT ADVISORY COMMITTEE

Held Monday February 10, 1992, Memorial Lounge,
Waterman Building, University of Vermont, 85 S.
Prospect Street, Burlington, Vermont.

CHAIRPERSON - SAMUEL B. HAND
MODERATOR - KIMBERLY B. CHENEY
Members - Ferial L. Barber
Louvenia D. Bright
M. Jerome Diamond
Nathan B. Duthu
Helen K. Fleeson
Eloise R. Hedbor
Philip H. Hoff
Margaret B. Whittlesey
A. Peter Woolfson

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1 MR. HAND: Good morning. My name is
2 Samuel Hand, Chairperson today for the
3 Vermont state Advisory Committee to the U.S.
4 Civil Rights Commission and for those of you
5 who are living in some uncertainty as to what
6 our function is, what the State Advisory
7 Commission or the United States Commission on
8 Civil Rights is, on the back of your program
9 there are descriptions; and of course any
10 questions that will arise before us we will
11 try to address.

12 We will also be circulating throughout
13 the day an attendance sheet. We will be
14 distributing something which will give you an
15 opportunity to say you attended.

16 I am standing up here for two purposes.
17 One is to introduce the members of the
18 Commission; and to my far left is Helen
19 Fleeson from Essex Junction. Next is
20 Margaret Whittlesey from North Hero. There
21 is Dr. Ferial Barber from Orleans. To my
22 right is M. Jerome Diamond from Montpelier
23 and Eloise R. Hedbor from South Hero; and
24 Kim Cheney, from Montpelier; and Phil Hoff
25 from Burlington; and to his right is

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Tino Calabria, who is go representative from the Commission who came here from Washington.

I will not moderate the forum. Kim Cheney will. As a member of the UVM faculty, it seems perhaps inappropriate for me to moderate a forum which is going to be eliciting information about the University.

I would like to begin the program by introducing the President of the University of Vermont, Thomas Salmon.

MR. SALMON: Thank you, very much. Thank you, so much. We are honored, Mr. Calabria, to have you and your United States Commission on Civil Rights at our campus today. We have hopefully reserved a convenient location on this distinctive campus for this important dialogue.

Let me briefly say this panel that is here at the table, they number among some of Vermont's finest people, men and woman, that are deeply committed to Civil Rights, who have individually and collectively put their mouth were their money is over a long, long period of time.

It is fortuitous that you are seated

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1 next to former Governor Philip H. Hoff, who
2 stands in the lines of many of us, but first
3 among equals as a matter of lifetime
4 principles.

5 The issues that you will address on this
6 campus today evidencing input both from this
7 University and from Middlebury College are
8 profoundly important and topical issues.
9 There is no question but what the incidents
10 of hate speech for instance and the
11 concomitant tensions that this brings
12 throughout our community bedevil the more
13 traditional work of this campus as we attempt
14 to come to grips with these profound social
15 issues; and as was said in a well-known book
16 some years ago, I believe the author was John
17 W. Gardener, "There shall be no easy
18 victories here," but before we move to higher
19 ground, which is the unremitting principle of
20 the administration of this University, we
21 must first gather the facts.

22 It's important we understand the facts
23 and circumstances, the strong variety of
24 opinions and perceptions that is central to a
25 free society as we understand it, and then

1 collectively to learn, not only to listen,
2 agressively to what we hear but to factor in
3 all opinions of substance as we chart the
4 course for that elusive higher ground.

5 I am pleased to join in at the beginning
6 of your deliberations today, and I hope they
7 will be productive. I know ~~in the~~ spirit of
8 dissent ~~that we honor~~ on this campus, that
9 many of the presentations will be
10 aggressive and we welcome that; but we
11 welcome most of all the fruits of your labor
12 in term of what you learn here and what you
13 learn throughout this land of ours, that will
14 help all of us reach for that elusive higher
15 ground.

16 Lastly, although Professor Sam Hand,
17 Who has become something of a legend on
18 this campus cannot formally chair the
19 deliberations, Mr. Cheney will be the
20 moderator. I did want to note that --

21 MR. HOFF: More than on this campus, a
22 legend.

23 MR. SALMON: That's right. I am under
24 the crutch of a schedule that some days is
25 less tolerable than other days. I would be

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1 pleased to answer any questions you might
2 have, or any members of the panel may in
3 their deliberations.

4 I will take my leave and move onto
5 other compelling issues.

6 MR. CALABIA: Any member of the panel
7 have questions? Thank you.

8 MR. SALMON: Thank you.

9 MR. CHENEY: Thank you, Mr. Salmon, and
10 good morning to our guests. As Dr. Hand
11 mentioned, I am a member of the Vermont
12 Advisory Committee who will be moderating
13 today's forum.

14 Over the course of the day we shall hear
15 from about three dozen panelists, and to the
16 extent that time allows, we hope to hear from
17 many in the audience as well.

18 Anyone who has prepared remarks in
19 written form should submit a copy to the
20 staff to use in developing the published
21 report.

22 If you would summarize your remarks
23 leaving more time for discussion that would
24 be helpful. Keeping your presentations or
25 comments sharply low focused would aid in

1 moving the proceedings along. You will also
2 help us to abide by our legal obligations by
3 refraining from defaming or degrading any
4 individual in your remarks.

5 I should note, too, that each of our
6 panelists is here voluntarily, offering his
7 or her comments for a public record being
8 made by the court stenographer.

9 On the other hand, although the media
10 was invited, any panelist or other speaker
11 retains the right not to be photographed as
12 he or she addresses us today. If you wish to
13 retain that right, please inform staff so
14 that we may accommodate your request.

15 For background let me note that the
16 eight Commissioners who head the parent
17 agency in Washington just launched a
18 three-year national project intended to
19 reivew the status of bias-related tensions in
20 several urban area around the country. It
21 began last month, when three of the hearings
22 focused on problems encountered by the
23 Latino community of Washington, D.C. In
24 June the Commissioners will move on to
25 Chicago, and after that to other cities.

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1 Meanwhile, the Vermont Advisory
2 Committee and our counterparts in
3 Massachusetts and Connecticut have begun
4 this review of possible sources of tensions
5 affecting universities and college campuses.

6 In September Dr. Hand and I attended a
7 forum involving delegations from the
8 University of Massachusetts, at Amherst and
9 Smith College.

10 In April we expect to attend a forum
11 involving the University of Connecticut, at
12 Storrs and Wesleyan Universities.

13 Those forums are designed to engage
14 large public universities as well as private
15 colleges. Likewise today we are here to
16 listen to students, administrators, faculty,
17 staff and others about the situation on the
18 State's flagship campus in Burlington and at
19 the small nationally renowned college in
20 Middlebury.

21 While we may hear about problems of
22 prejudice afflicting members of racial or
23 religious minority groups, we are eager to
24 learn about any current programs, policies or
25 suggestions on combatting campus intolerance,

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as all of us search for solutions to those problems in the '90s.

Now will the speakers on the UVM student panel take their places, please? As they do, let me note that in the forums in neighboring States, we have tried to, or will, open with experts who will be in a position to provide an overview of compass tensions, problems around the United States.

Our staff invited similar persons to today's forum, but scheduling and travel problems caused us to have to forego such a panel today. However I think we have the real experts here, which are the people in the front line, so to speak.

As background for the eventual report on today's forum, we should be able to adapt what is to be learned from the national experts heard in Massachusetts and Connecticut. We learn from people who have made national presentations.

Our first speaker today is Jonathan Alden. Jonathan, why don't you introduce yourself and go ahead with your remarks

MR. ALDEN: I am a freshman

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1 undergraduate, part Native American, and this
2 past spring, I would like to say that this
3 past spring I was invited by the Officer of
4 Multicultural Affairs to come to a spring
5 visitation. At this visitation I witnessed
6 some kids of the Asian Student Union express
7 unbelieve hard overt tension problems. This
8 was an April 18 through the 20th, 1991.
9 Soon after that, many protests started.

10 I was still in high school then, but the
11 letter I received from the Civil Rights
12 Commission stated that there would be
13 wondering the purpose or whoever was to
14 decide whether there was bias-related tension
15 and I don't think that's -- I think that has
16 already been decided with death threats and
17 torching of campus establishments. I think
18 it's to the extent of how much and how we
19 are supposed to remedy it.

20 I have been rather uninvolved actually.
21 I am not one of the frontline people, but I
22 hold the view of a person who is not
23 emotionally involved, who has had no acts
24 committed on himself, and therefore, I am
25 able to somewhat stay outside and look into

1 what is going on and see that there is a
2 problem as an outsider.

3 To remedy the situation, I'm not exactly
4 sure how to do that. I think it would be a
5 cop-out not to say anything, but everybody
6 says to educate, educate, about difficult
7 issues, bring in more diverse students, and I
8 think you can educate and give knowledge to
9 an extent, but if they don't see how it is
10 used it's somewhat pointless.

11 I think they have to incorporate more
12 events that are like, for instance, arts.
13 This may seem a little off the path, some
14 people may think, but multicultural events,
15 art speaks of different cultures.

16 Presentations, movies on different
17 cultures, to see what different cultures are
18 like, how they function and how similar
19 they are, instead of focusing on the
20 differences; and more classes I think would
21 be excellent on different cultures, how they
22 evolved and what their function is in
23 society.

24 You may hear -- I would like this panel
25 to make sure they listen to the overall

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1 message. ~~You may hear a lot of things,~~
2 ~~redundant things,~~ things said many times
3 over, but I think it's the overall
4 cumulative message that is being handed out
5 that you should listen to and where they are
6 all pointed. Thank you.

7 DR. HAND: Mr. Hoff has a question.

8 MR. HOFF: I am not clear where you
9 were born and raised.

10 MR. ALDEN: I was ~~born in Columbus,~~ Ohio
11 and I was ~~raised in Dover,~~ New Hampshire.

12 MR. HOFF: This is your first experience
13 with Vermont?

14 MR. ALDEN: Yes.

15 MR. HOFF: Since your arrival on the
16 campus, I guess that was in the fall?

17 MR. ALDEN: Yes.

18 MR. HOFF: This term, in your own
19 experience, do you have personal experience
20 of racism or prejudice exercised against you?

21 MR. ALDEN: Myself?

22 MR. HOFF: Yes.

23 MR. ALDEN: No, not myself.

24 MR. HOFF: Is that because you tend to
25 be identified as one of the majority?

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MR. ALDEN: I think because I am only part.

MR. HOSS: How about in terms of others, whatever their national background?

MR. ALDEN: Yes, I have witnessed some gay bashing, gay slandering, towards the gay community and some towards just someone who is different, such as a girl that she was just dressed differenty. She had a leather coat and black hair, but she had a big blond streak in it, and I witnessed someone go right into her face, a boy, go right into her face and yell at her, screaming at her, "Do you think you are cool?" And going on and on; just harassing her like that.

MR. HOFF: Thank you.

DR. HANDB: Any other panel members?

(An off-the-record discussion was held.)

MS. HEARD: My name is Allison Heard, Vice President of the second-year students, here at the University. I am from Chicago, Illinois.

What is the purpose of this Commission? What did they really come here for? Are they here to patronize the issues of racism,

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1 hoping that the problem will fade away?

2 If we distribute memos denouncing
3 hate crimes, a symbolic ceremony on Martin
4 Luther King's birthday or even this panel
5 addressing racism, realistically none of
6 those actions provide adequate solutions to
7 the problem.

8 It is time for this University to change
9 the foundation it was built upon and begin to
10 dialogue with and listen to students of
11 color. Racism at its best acts as a barrier
12 excluding blacks, Latinos, Asians and Native
13 Americans from the same advantages and
14 opportunities of other white students. The
15 issues and concerns of students of color are
16 unheard and this administration doesn't truly
17 reflect a sincere commitment to cultural
18 diversity.

19 What do I mean by diversity? Diversity
20 meaning accepting people for who they are and
21 embracing their cultural differences, and not
22 encouraging them to conform. It is often
23 found that when a program is going to be cut,
24 they usually begin with the cultural programs
25 first.

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ends?

Students of color should not have to continuously be asked, why did you come to Vermont? Where were you raised? Didn't you know that this was the whitest in the Union?

It is our hope that this Commission today will review these problems and take action. Let's not see this panel be one of those dialogues that this University is so wellknown for.

My question addressed to you today is what will happen when you go home and take off your fancy suits or the new dress that you bought today?

DR. HAND: Thank you.

MR. HOFF: I am trying to be sure that what I heard is accurate. You are saying that only one course here at this University in the area of cultural is one-credit; that's the only one? Is that the only course period other than that, or are there other courses dealing with cultural diversity on this campus other than the one you mentioned?

MS. HEARD: Are you talking about maybe

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One example of this is the Multicultural Student Organization which is a member of the MSO. Students were asked how they would like to be consolidated in one group with the other students who are student representatives for the Admission Office. Well, our opinions aren't important. It has already been decided at that time the program would be wiped out.

This program is important to students of color and was a result of the '88 Watts Agreement. In addition the race and cultural course which is offered is only a one-credit course which is not enough time for the student to learn about diversity.

I have never seen this University offer history, British literature or even mathematics courses for one credit. I was scared that students would actually take these courses.

Isn't it time that we stop making excuses about what things can and will not work given minor technicalities? Isn't it time to stop using dialogue as a positive introduction while only seeing negative

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like -- We have a British Literature.

MR. HOFF: I am talking about a course of cultural diversity.

MS. HEARD: That is the only course.

MR. HOFF: How about a course in black history?

MS. HEARD: I know someone, a student, who wanted to take African Studies, and she figured that at the most she would have to do an extra year to complete her, so she signed up for the course and couldn't get in the course. The course was so packed that she couldn't get in the course and she went to the Registrar's office and they told her you have to take that in two more semesters, but we couldn't find anyone to teach that course. It was only offered for alternate years.

MR. HOFF: Well, I would hope that before we get to the University I would like some specific information about what is offered here at the University in terms of courses. I assume somebody has that information.

DR. HAND: That would give you the

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1 courses that are offered overtime, but --

2 MR. HOFF: Can we get the answer to the
3 question?

4 DR. HAND: Well, we have people --

5 MR. CHENEY: I saw somebody leave the
6 room.

7 MR. HOFF: Well, at some point in time
8 I would like to know what is offered here at
9 this University in terms of cultural
10 diversity type programs.

11 DR. HAND: We can bring a catalog in.
12 Some of this is going to involve personal
13 judgment as to what extent it doesn't reflect
14 a --

15 MR. CHENEY: As moderator I suggest that
16 we have questions from the panel if there
17 are any.

18 MS. HEDBOR: I would be interested in
19 knowing what kind of living arrangements you
20 have, whether you are in a dormitory or off
21 campus, and a little bit about the situation
22 in dining halls and that kind of thing.

23 MS. HEARD: I live in a dorm, Mason
24 Hall, located on Redstone Campus. I am the
25 only black student in my dorm, I think one

1 of four on the whole Redstone Campus. My
2 roommate is Vietnamese, so we are the only
3 two people of color in that dorm. I haven't
4 had any blatant racism attempts. I have
5 been walking down the street and have been
6 called names outside of cars, who didn't
7 stop.

8 MR. CHENEY: Any other questions of the
9 panel?

10 MS. HEARD: I want to add when you look
11 at the courses that you not just looking at
12 the title of the course. I am in a
13 philosophy course right now, and I am a
14 philosophy minor, and the courses that I will
15 take in the future do not focus on any
16 African or Asian philosophy. That is
17 evidently not because they aren't any. I
18 think that you all need to look at each
19 course in detail. I think that we need to
20 have professors submit a syllabus of what
21 they taught in other courses, and we need to
22 start from there, because a title doesn't
23 mean much when you are reading different
24 things in a course.

25 MR. CHENEY: You mentioned something

1 about dialogue and a certain amount of
2 comments; there is a lot of talk and no
3 action. Do you have anything specific?

4 MS. HEARD: This University is known for
5 just a lot of panels. I think that the
6 misconception is that we have a lot of
7 panels. You people have discussions and
8 there is no a lot of action taking place. We
9 often find that there is no action after you
10 leave the room.

11 I sat on a panel for U. Massachusetts at
12 Amherst, where some of you all were there,
13 the Commission, and two weeks after the
14 panel, I got a thank you letter that sitting
15 on the panel, and after that I didn't hear
16 anything else. I was curious as to know
17 what solutions had been made; what progress
18 had been made.

19 I am just saying that today I hope that
20 I don't go home and two weeks later get
21 another thank you note. I really would like
22 to see some kind of action taking place.

23 MR. CHENEY: This group is purely
24 advisory. One of our functions is to provide
25 a forum for people like yourself to state

1 your views and-the problems. We then make a
2 recommendation to the Commission in
3 Washington in the form of a report.

4 I can tell you that it may seem like it
5 doesn't accomplish anything, but over the
6 years I have been on this Commission, we
7 actually have had some action. We created
8 the Human Rights Commission for example. I
9 think the -- except for forums such as this,
10 we may look pretty slow. It's our hope that
11 we can contribute to change.

12 MR. HOFF: Correction. Since I created
13 the Human Rights Commission.

14 MR. CHENEY: Excuse me. We initiated
15 it. Anymore questions?

16 Thank you. I am sure as we get more
17 into this, there will be more questions. We
18 have a new panel.

19 MR. VROOMAN: My name is Bruce Vrooman,
20 President of the Student Association. I
21 don't have a prepared statement.

22 (An off-the-record discussion was held.)

23 MS. MOSES: My name is Michele Moses
24 and I am a second-year graduate student in
25 the School of Education. Specifically I am

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1 studying higher education and student
2 affairs administration, so I have been here
3 for almost two years in Vermont.

4 Previously I went to the University of
5 Virginia, graduating from there in 1990. I
6 am from New York City.

7 As I sat and thought about exactly what
8 I was going to talk about today and what
9 things I wanted to bring up I thought really
10 important, it was a difficult choice because
11 I think everything that will be brought up
12 today is really important. I think we are
13 going to probably focus on things that some
14 people are already very aware of, such as
15 major incidents of bias and bigotry on this
16 campus, because there have been many.

17 One thing that I do want to mention and
18 stress is that things that don't get paid
19 attention to really are insidious sort of
20 daily occurrences that happen to people of
21 color, and I am not just saying to students,
22 but all people of color on this campus and in
23 this community; and I have just a few
24 examples of my limited knowledge, such as
25 students of color walking over and doing a

1 - simple task that every student on this campus
2 does, such as registration, and walking into
3 registration and being met, after everyone
4 in front goes right through, this student
5 is met with curious stares and patronizing
6 behavior and is asked whether or not he or
7 she can speak English, or if they are an
8 international student.

9 I think there are some basic assumptions
10 that people hold here that just make it
11 really hard to do daily tasks.

12 Another example is becoming sort of
13 a major incident, if we talk about the
14 Waterman occupation last spring and we think
15 about how the students were arrested and
16 treated that were in that wing. I believe
17 it was a very small number of students and
18 there were a very large number of police that
19 came to arrest them.

20 Now we had a situation just at the end
21 of last semester here. As an aside, I am
22 also a hall advisor in the residence hall,
23 so I have some knowledge there; but there was
24 a situation, I believe it was in November,
25 where there was a huge snowfall and a big

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1 snowball fight. There were at least -- well
2 hundreds of students, mostly students, white
3 students, who took part in this huge snowball
4 fight that was completely destructive and
5 menacing, as they and a huge pack of hundreds
6 of students coming on campus and stopping
7 traffic and causing accidents, breaking tons
8 of windows, and causing harm, physical harm,
9 to many students.

10 In that situation, there were no
11 police officers; so that causes me to think
12 that, to wonder why when you have a group
13 of less than ten students of color, we have
14 many, many, many, I don't even know how many,
15 police officers in here to remove them from
16 the office, but yet you have hundreds of
17 white students causing on the campus so much
18 destruction, breaking policy -- if we were to
19 talk policy, there was policy breaking on
20 both sides, but breaking policy and no action
21 is taken, so --

22 Also in my experience as a graduate
23 student in higher ed. at UVM in student
24 affairs and administration, I have the
25 opportunity to have internships in other

1 offices on campus which allowed me to attend
2 such meetings of the administration and this
3 is what I am training to do, and how I am
4 supposed so seek role models here.

5 I have done an internship in the Office
6 of Multicultural Affairs, and in that
7 internship, I have had access to certain
8 reports and lists, and one day I was looking
9 through some of the lists of all, a lot of
10 graduate students. I looked through it to
11 see who was on it. I looked at it and it
12 just struck me as really strange when I as
13 someone who doesn't work in admission or
14 anything like that that I can look at this
15 list and realize it is a list from September
16 '91 and realize that people on it aren't on
17 this campus and never enrolled and don't come
18 here. These are people that happened to have
19 been admitted to my program, so I had
20 personal knowledge that they didn't come,
21 but yet were not on the graduating student
22 list.

23 Mr. Hoff, you talk about wanting some
24 specific information. I think you should
25 really be aware of the specific information

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1 that you get. Oftentimes it is not correct.
2 I also will say that oftentimes I think it's
3 intentionally misleading.

4 An example of that is a report that was
5 made to the Board of Trustees meeting this
6 October. There is a report, I don't know
7 the exact title, but I think it was called
8 the UVM Progress on Cultural Diversity on
9 this campus, and while I understand that it
10 is really important to focus on positives,
11 that we are struggling hard here.

12 I think it is also really important to
13 read everything with a very critical eye,
14 because as I read this report, I noted some
15 startling misleading information in it, and
16 examples of that have to do with enrollment
17 numbers, and how in a sense the report was
18 boasting how our enrollments are really up,
19 but on closer investigation that really is
20 not the case.

21 Apparently in '88 the University made
22 such a commitment to cultural diversity on
23 campus, but meanwhile in '88 to '90 the
24 growth and a lot of student enrollment was
25 not near as much as in 1986 to '88; and in

1 fact between '90 and '91, the enrollment
2 decreased, but yet here in this report,
3 that's called progress.

4 So I think it's really important to look
5 behind just what is written; and to that, I
6 want to say that I wrote a letter to the
7 Board of Trustees voicing my concerns, as
8 well as to the President and the Provost, and
9 although I did get a response from the
10 Provost, I really didn't get a response from
11 anyone else.

12 Another example; the insidious racism on
13 this campus really gets me. I have many
14 friends that are students of color, and
15 getting a group to talk about some of those
16 incidents and finding out that poeple on this
17 campus aren't surprised when they are the
18 target of hate crimes, just makes me -- I
19 just can't believe that people could come
20 here and be here and it wouldn't be
21 surprising to them to be a target of a hate
22 crime. That fact just there just shows the
23 need for radical change on this campus.

24 I guess that's basically what I wanted
25 to say. I have other things, but I should

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1 let other people talk.

2 MR. CHENEY: Thank you, very much.

3 MR. HOFF: I am interested in the
4 comparison between your experiences at the
5 University of Virginia and here.

6 MS. HEARD: Which experiences?

7 MR. HOFF: In terms of racism; the
8 overall atmosphere, courses offered,
9 commitment to cultural diversity.

10 MS. HEARD: Okay. The University of
11 Virginia is by no means a paragon of an
12 anti-racism campus, definitely not; but the
13 curriculum there I can say first-hand most
14 definitely reflects a commitment to
15 multicultural education.

16 I am a major of Latin American Studies,
17 and contrary to popular belief, not only
18 Latino students took these courses. The
19 students were mostly non-Latino; so that's
20 just an example.

21 I think in terms of racism that I felt,
22 I have felt much more of it here on this
23 campus. That is not to say that I didn't
24 feel it at Virginia. When I got there,
25 people, or I was sent a letter telling me

1 that I should make use of the writing center,
2 the tutorial services on campus, which was a
3 real surprise to me, because I had never,
4 this just wasn't something that entered my
5 mind. I didn't particularly think that I
6 would need those services, and as has
7 happened, I didn't all through college, but my
8 roommate, who is white didn't get that
9 letter.

10 So that sort of made me wonder what kind
11 of place I was coming to. I guess they were
12 trying to be proactive, but that can be
13 hurtful as well; but other than that, there
14 were many more opportunities at Virginia to
15 be educated and have support systems of
16 people who understand my culture and sort
17 of where I am coming from than on this
18 campus. It's just not the same.

19 MR. HOFF: All right.

20 MR. CHENEY: Any other questions?

21 MR. DIAMOND: Were there a larger
22 number of white students at the University
23 of Virginia than there are at UVM?

24 MS. HEARD: Yes. There was definitely
25 a significantly larger African-American

1 student population. Not significantly
2 Latino. It's a bigger school as well, so
3 larger, yes.

4 MR. DIAMOND: Did you ever inquire as to
5 whether or not the letter that was sent out,
6 to incoming freshman I assume, for use of the
7 Tutorial Learning Center, whether that was
8 sent out to all students who entered with a
9 current level or a particular level of SAT
10 scores; did you ever make that inquiry and
11 find out what the rationale was?

12 MS. HEARD: Interesting; no I never made
13 that inquiry. As a first year student, that
14 wasn't really in my mind, but I don't think
15 that ever came up for me, because I don't
16 want to brag, but my SATs were 1350. I don't
17 think that was an issue and a thing that
18 was in my mind.

19 I don't mean -- this just didn't come
20 into my mind.

21 MR. CHENEY: Any other questions. Do
22 you have any sense any of the faculty
23 resisting to change?

24 MS. HEARD: Any sense, that's an
25 interesting way of putting it.

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MR. CHENEY: I gave you an open-ended question. In your view of the faculty's perception of need for change?

MS. HEARD: It's really hard for me to speak about undergraduate faculty, because because I have never taken any courses here. Though in terms of my graduate experience, I happen to have one professor who is extremely committed to the issue of multiculturalism and had it not been for her I am certain we would have given the subject minimal treatment.

In a field that I think multiculturalism is really critical, and that is the only sense I have. Other meetings that I have been in and other students that I have spoken with, I have learned and come to understand that I think, yes, there is a resistance for change here.

People don't want to be told what to do and people have a real, seem to have a real need to follow policies and procedures to the letter, and this institution to me seems extremely cold and policy driven rather than people driven, and I don't find there is enough leadership here by faculty or

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1 administrators:

2 MR. CHENEY: In many schools I think
3 the multicultural education process is
4 considered less important and significant
5 than the traditional curriculum. At least
6 that is what you get from reading.

7 From person experience, have you asked
8 yourself that question? Do you know; is it
9 undervalued; or is there something else that
10 is preventing these courses from being
11 offered?

12 MS. HEARD: First of all, I am certainly
13 not an expert on any of these issues, but I
14 think that's an incredibly complex question,
15 and if your society from it's foundation
16 has created a system that has basically
17 ignored or intentionally left certain people
18 out, then yes, of course, courses on
19 multicultures or cultural diversity or
20 whatever word you want to call it will be
21 devalued, because we have a system that is
22 founded on European American knowledge,
23 people that were active in history and that
24 kind of thing; so in that sense, I am going
25 to say, yes, it is devalued; but I think that

1 you have to look at the historical reasons
2 why that is so.

3 It's not because it's inherently
4 inferior, but because the way society was
5 created, that was left out, so when people
6 are used to a certain thing, that certain
7 thing is good.

8 MR. CHENEY: Thank you, very much.
9 Any questions from the panel? All right.

10 MR. VELAZQUEZ: My name is Carlos
11 Velazquez. I am a Senior in Environmental
12 Studies, originally from San Juan, Puerto
13 Rico.

14 The presentations this morning I
15 hope have stated a clear message. In judging
16 from the opening remarks of Vermont's
17 moderator Mr. Cheney, the focus of this
18 mission is to explore solutions to the
19 growing racial and cultural intolerances that
20 permeates our campuses; however, I will not
21 feel comfortable in this noble gesture unless
22 unless I state it's my hope that your
23 committee accepts in the strongest manner
24 manner that racism and cultural intolerances
25 is a day-to-day reality for people of color

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1 on this campus. Four years at UVM have
2 allowed me to gather the following
3 information as to why racial intolerance has
4 grown on this campus. They are summarized
5 as follows: fear, ignorance and arrogance.

6 Fear and ignorance are exhibited by
7 students peers. I have seen fear and heard
8 ignorance in student hearings as they express
9 concern over distribution of power and change
10 in the status quo; and ignorance is a trait
11 that belongs solely at this institution to
12 the administration.

13 We are treated as children and policy at
14 this University do not do respect the
15 judgment of students.

16 MR. CHENEY: Thank you. Any comments?

17 MR. HOFF: Well, as an overall
18 statement, I think that's fine, but could you
19 give us some specifics?

20 MR. VELAZQUEZ: When I listened to the
21 opening remarks I felt discouraged to talk
22 about specific evidence, that in fact you
23 didn't come here for a fact-finding mission.
24 You came here because you realized there is a
25 problem and we should talk about solutions;

1 but if you want me to give you some specific
2 evidence, I can tell you I have been called,
3 -- can I swear -- I have been called a
4 fucking nigger twice, and fucking Mexican
5 once, being from Puerto Rico, so that is
6 specific evidence; and to me that really
7 doesn't matter. I really didn't want to say
8 that, but if that is what you are looking for
9 that is what I have been called. Those are
10 three specific incidents that I know toward
11 me on this campus.

12 MR. HOFF: Have you been excluded in any
13 sense from activities here on the campus,
14 either in academically or in extracurricular
15 activities?

16 MR. VELAZQUEZ: No, I have not been
17 excluded.

18 MR. CHENEY: Any other questions. If
19 anybody else got your message that we are
20 interested in only in solutions rather than
21 facts, the two of them go together. First
22 of all, it's not our job necessarily to come
23 up with solutions, but it is our job to come
24 up with some facts and expose them to the
25 public so people can act. Please don't hold

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back. I know it takes a certain amount of courage to speak in this forum, but if there is anything that anybody wants to say about any specific fact, we would like to hear it.

MR. HOFF: As a matter of fact the more facts the better.

MR. CHENEY: Mr. Alden.

MR. ALDEN: The incident that Allison had mentioned about the snowball incident, that happened in the dorm, the dorm that I lived in, Willis Hall. It's a small dormitory, located away from the other two, and I would say approximately four hundred fifty members came over with ice balls, running up to the windows to break them. When that didn't work they started using rocks.

I went out back to try to defend the building. That's because our RA had informed us that we would have to pay for it. Obviously they might think that we want to go around and break our own windows. I don't know, but we went out back and I noticed a security guard or the UVM campus police, just tank upon the basketball court that is

1 located behind Willis Hall. He was kind of
2 wandering around saying "move along" as they
3 were running up to the windows and smashing
4 them in. You could hear the glass breaking.
5 I know of one student who was brought to the
6 emergency room. They said he had been hurt
7 in his eyes. That's just out of hand.

8 MR. HOFF: Could I ask a question about
9 that. I understand the police security
10 aspect of it, but I am not so sure -- that a
11 mob scene. At least it seems to be
12 describing a mob scene, but do you think it's
13 interracial or was it racist?

14 MR. ALDEN: I think it's more that the
15 campus let it get out of hand. The police
16 let it go so far as to once they heard glass
17 breaking, they didn't immediately move in and
18 clear everybody out. If you hear glass
19 breaking, I think that would be enough
20 justification to make you move and tell
21 everybody to clear everybody out. I don't
22 think it was as much racism as just an
23 example of how they let it get out of hand.

24 MR. HOFF: Thank you.

25 MS. HEARD: I think one thing that just

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1 came to mind there, and while the snowball
2 fight itself, he wasn't trying to say that is
3 a racist incident. I think what he was
4 trying to do was --

5 MR. HOFF: I understand. I understand
6 what it was. I didn't interpret your
7 remarks to mean that. I was just curious as
8 to whether there were racist overtones here.

9 MR. CHENEY: Mr. Jagbandhangsingh.

10 MR. JAGBANDHANGSINGH: I guess I just --
11 one thing I guess I would like to say first
12 is I have one little confusion or one little
13 thing that people tend to get confused about
14 as President Salmon did, in his opening
15 remarks, where he coined the phrase, "putting
16 your mouth where your money is" and that
17 seems basically the way the Univerisity is
18 attempting to run, putting its mouth where
19 its money is. Basically a lot of these
20 issues don't really concern, or it seems like
21 it doesn't concern it in terms of making
22 money, so they will put lip service and will
23 keep their money safe and ignore the rest.
24 I though that was really cute, that he
25 actually coined that phrase.

1 Just referring back to what other people
2 have been talking about, about this snowball
3 fight that took place, as Michelle was
4 saying, there were a number of police that
5 came to arrest students in May because of
6 the student takeover. I am not sure of the
7 exact number. The Burlington Free Press said
8 something like the high sixties in terms of
9 police officers. From other people that I
10 have heard who were in the building said
11 the number was closer to one hundred fifty
12 police officers. I am thinking it is
13 somewhere in between there.

14 The people who were also inside the
15 building said there were police officers
16 lining off certain areas of the building with
17 riflem shotguns -- rifles or something.

18 The police who broke in the wing were
19 breaking in with bulletproof vests on and
20 riot gear on, gas masks, with guns and tear
21 gas and all of that type of stuff.

22 This was all for nine people of color
23 who were inside of the wing, so it's pretty
24 odd to me even if the number, if you take a
25 low estimate, is in the high sixties, of

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1 having perhaps nine police officers for each
2 person of color. I guess I don't understand
3 that.

4 That is what racism is; it's a fear of
5 people of color, of incredible strength and
6 feats, to be able to tackle great white
7 institutions in a single bound, and so they
8 would need to have at least nine people to
9 get each one of us. But I think it's
10 indicative of the type of expression that the
11 University administration is allowing other
12 students to feel comfortable doing and other
13 people within the University community. That
14 is the type of way that you deal with people
15 of color on campus.

16 Again, there was a similar thing that
17 took place on September of last year, and the
18 sit-in took place in protest the fact that
19 there were issues of punishment that came
20 from the takeover, regardless of whether or
21 not you with the issues or you agree with the
22 manner that the students were taking, the
23 mode that students were using to voice their
24 opinion, there was once again the University
25 chose rather than to dialogue with the

1 students, to use police force.

2 I would say in this case the numbers
3 weren't as excessive but the police brutality
4 was a little bit more apparent. There was
5 actually one student of color who was
6 standing there and there was a whole little
7 ruckus started because there were one
8 student who was standing.

9 First I guess, I got arrested, because I
10 was voicing my opinion. As I was carried
11 out there was a student who was watching
12 there, and I guess you could tell he was a
13 person of color, and one police officer
14 happened to push him, and he happened to fall
15 into another police officer, and that police
16 officer immediately began choking him and
17 threw him down on the floor.

18 Now once again there is just something a
19 little bit odd here. You are saying, well,
20 this is not the University administration,
21 but the University administration has been
22 choosing to call people in and prepare them
23 somehow psychological that this is the type
24 of behavior they are going to need to deal
25 deal with this type of students. That was

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1 a totally peaceful sit-in that was taking
2 place.

3 As the result of it I am to face
4 internal charges at the University and
5 external charges downtown; so the University
6 forces me to go through this demeaning
7 experience of getting arrested and then I
8 have to take time of going through a trial
9 downtown; and luckily, sitting before a white
10 Judge in a courtroom where the only person
11 who is standing there who is not white is
12 myself; and that he found me not guilty for
13 unlawful trespassing just proves to me once
14 again in that the University administration
15 is actually more oppressive than the State
16 is, and I know that the State of Vermont has
17 some ridiculous racism within it; but it's
18 appalling to me that the University
19 administration in an environment which is
20 supposed to be a bubble space, which is
21 supposed to be this kind of incubation
22 stage, where we can throw around
23 controversial ideas; where dialogue is
24 supposed to be important on the issues; and
25 and where we are supposed to be able to

1 - communicate with each other. We are supposed
2 to be pushing these ideas and kind of aiding
3 society and we are actually more oppressive
4 here.

5 I want to say there is some heavy,
6 serious repercussions from this type of
7 activity, and the repercussions that we can
8 see have been manifesting in not just the
9 behavior of family on campus and not just
10 over administration, but it's manifesting
11 itself in individual acts of racism that are
12 taking place, and we have seen on campus, and
13 people are just beginning to document it, and
14 unfortunately, I don't have actual facts for
15 you, but a number of cases have come up, of
16 individual acts of racism which are now
17 starting to rise more and more and more.

18 The takeover took place in April.
19 Arrests happened in May, and then on
20 September 23 there was a sit-in with arrests.

21 Then October 1991 n Asian-America
22 student from UVM was physically attacked
23 and verbally assaulted in racial slurs in
24 downtown Burlington. That happened off
25 the UVM campus, but for better or for worst

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1 UVM plays a large part in the Burlington
2 community. Our behavior, we must be allowed
3 to have appropriate sit-ins on campus, and it
4 affects the behavior that other people
5 have within the Burlington community. On
6 October 11, 1991 at National Coming Out Day,
7 part of Gay Awareness Week, posters
8 celebrating this day were defaced within the
9 residence halls with "The only good fag is a
10 dead." "It's finer to be straight," and
11 "Nuke all fags."

12 On November 18, '91 a Latino's door was
13 defaced with hate speech. On November 21,
14 '91 a poster for a Latino speaker defiled to
15 show a violent rape scene between a white man
16 and a Latino woman, with the word
17 "conquistador" written underneath.

18 Now I am assume that many people here
19 know what Diversity University was; and I
20 have a little statement here that we had
21 written about Diversity University and I want
22 to read about the firebombing of Diversity
23 University on the night of November 22.

24 It was a blatant declaration of racism.
25 Diversity University was a shanty town that

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had been constructed on the University Of Vermont Green as an educational and laboratory space in the ongoing struggle against racism.

The burning was not an isolated incident, but comes out of the growing show of force which typified our oppressive society. This outright expression of white supremacy is only one of many such acts in an atmosphere of increasingly violent hate crimes.

It took a long time before the University of Vermont administration even recognized the act; said anything about it, and then decided to call it a hate crime.

Then on November 24, two days later, a note was left on the door of a student of color saying "No Niggers Here." On December 5, '91, two notes that a picture of a lynching were left on the door of a student of color saying "Get the message, leave now."

On December 7, '91, a poster on a student of color door saying "Whites only."

December 8, '91, gun fired at student of color's window. These events have occurred

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1 in concert with various crank calls and death
2 threats on the phone.

3 The list goes on and on and on, and the
4 more that people begin talking about it and
5 feel a little bit comfortable talking about
6 it, the more you find there are many more.
7 I think it's really important for us to note
8 that this behavior, while we can say, yes, it
9 is really bad, I didn't know it was like
10 this; it must be really hard to go through
11 that type of experience, and the
12 administration is doing the same type of
13 behavior.

14 It's my contention that the University
15 of Vermont administration is the number one
16 perpetrator of hate crimes on the UVM campus,
17 because they are the ones that are setting up
18 the example for others to follow and allowing
19 people this is the way they can express their
20 own beliefs.

21 I have a bunch more stuff, I can keep
22 saying, but that's it. In terms of mob
23 scenes, just one example of the mob example,
24 that is basically what is taking place on
25 the University of Vermont campus all the

1 - time, a mob scene. The campus is a mob
2 scene. It's mob rule. This is what we
3 have.

4 If you think of all the definitions of a
5 mob, it's not very intellectual. It's not
6 working out with logic. Racism isn't a
7 very logical thing, and if these are the
8 types of behavior we are having on campus,
9 there is mob rule, where people are working
10 out of antiquated sets of greatly confused
11 motives and not realizing where they are
12 standing from.

13 It's just -- usually it's a little bit
14 more relaxed. We all sit around and we talk
15 very nicely to each other, but it's mob rule.

16 MR. HOFF: A question; if a student
17 experiences some of the acts that you refer
18 to, is there anyplace that you can report
19 this to and to your knowledge is anything
20 being done to investigate it?

21 MR. JAGBANDHANGSINGH: One example. I
22 thought this was pretty interesting; what one
23 particular student had this projectile shot
24 through her window. Called police service
25 of course because they were concerned about

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1 it. Police services showed up and said,
2 "well, it's looks a little bit like a B B or
3 pellets or something like that, but I am not
4 quite sure what it is," and he left. So she
5 said, "Well, isn't there going to be some
6 further investigation? Aren't you going to
7 come back and see what happened? " So what
8 did the University do; they changed the
9 window for her. So she got a new window.

10 MR. HOFF: But there was no other
11 investigation?

12 MR. JAGBANDHANGSINGH: That was the
13 extent of it.

14 MR. HAND: They didn't locate the
15 projectile

16 MR. JAGBANDHANGSINGH: As far as I was
17 told, that was it. The police said that
18 was going to be the end of it.

19 MR. HAND: The University police
20 officer?

21 MR. JAGBANDHANGSINGH: Right.

22 MR. HAND: Are you permitted or
23 discouraged from calling state or city police
24 if there is an incident or you are just
25 supposed to call the University and no one

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- else? -

MR. JAGBANDHANGSINGH: Supposedly the University of Vermont police or police officers, which is another interesting thing. This I don't have the exact date this happened, but there was another student of color this year who was with several other people, students of color, with a group of whites, and the whites jumped them or began beating them and they were largely outnumbered; something like twenty to five, I was told, and when security came, or police came, they were accosted as if they were the ones who perpetrated this entire incident. Which is funny, there was the same exact thing that took place three years ago when people started creating a stink about what happened to me when I was on campus and we complained about it. We wanted to make sure -- why is it that here we are being attacked by three large rather drunk men. Why is it when security finally came even though Asian friends of ours called security, they assumed that we were the ones, even though we were in the process of getting beat

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1 up, we are the ones that had started the
2 entire incident and held us down while the
3 whites who had jumped us ran out of the
4 building. There is really not anyplace
5 where you can turn to look for help.

6 MR. CHENEY: We are running about a half
7 hour late. Mr. Walker. Is Mr. Walker here?
8 No; okay. Mr. Takayama.

9 MR. TAKAYAMA: I am a Junior here at the
10 University of Vermont. My major is
11 Asian Studies and History. I am an art
12 minor. My parents, my father is half
13 Chinese and half Japanese. My mother is a
14 born and bred native Vermonter. I was born
15 in Hawaii and raised in Vermont. Now I
16 reside in Nashua, New Hampshire.

17 I would just like to say that I believe
18 strongly in that you are determined not by
19 what you are called but by what you answer
20 to, but that doesn't give the University an
21 excuse to leave students of color and other
22 alternative groups of students, such as
23 homosexuals and women without the means to
24 improve themselves or have themselves
25 defended as equal members of the community.

1 In fact I feel this University has done
2 much to exacerbate the problem through the
3 examples my peers have presented to this
4 committee. Specific examples, being the
5 hostility that was met with the Waterman
6 takeover and other decenting movements that
7 have occurred on campus.

8 I also feel strongly that the University
9 is responsible for the lack of communication
10 that keeps these students and this general
11 attitude of fear and hate on this campus
12 alive so that it can fan itself in different
13 areas, and it can also continue without being
14 remedied or approached at all.

15 I feel that the time is sorely too late
16 to give a comfort to those who have been
17 affected already, but I call on the
18 University to try to alleviate the problems
19 arising in the future, and especially for me,
20 part Japanese, my family suffered greatly
21 from the attitude of white America that
22 prevailed during World War II.

23 My family was not interned because they
24 lived in Hawaii, but they were moved and were
25 accosted, and their privileges were taken

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1 away as United States citizens, even though
2 they resided in U.S. territory. They were
3 accosted for being Japanese or Asian, and I
4 am a product of that hate. That was fifty
5 years ago, but it still exists today.

6 The example I give you is that today
7 America is in a general trend of buy
8 American; anything that is American has to be
9 preserved, and those who don't measure up to
10 the American yardstick that good old Uncle
11 Sam pulls out, they aren't fit, they are
12 cast aside; and the example that I see
13 growing predominantly is that this University
14 specifically does not want to offer Japanese
15 language; with that language course can come
16 a whole other slew of humanitarian social
17 scientific courses dealing with Japanese
18 and Asian American, and our roles within
19 these enter-relationship between those two
20 cultures and races. I feel that there is a
21 growing trend to buy American and preserve
22 America and preserve the sanctity of
23 America, that this University in this respect
24 will not be meeting the call to offset hate
25 crime, to offset this reinvigorating of

1 racism in our society and in our campus
2 community and within our social communities
3 outside of the University; and I note
4 specifically many times Dean Howard Ball has
5 been addressed by faculty members that I am
6 close with to get a Japanese language program
7 and a social scientific program along with it.

8 It's a developmental phase, that
9 everything will come along with their
10 language program hopefully.

11 He has been addressed many times to
12 install one of these courses at the
13 University. It has been offered on an
14 introductory level, to my knowledge, only
15 once, and it was mostly open to community
16 members who are continuing education program.
17 It was not specifically designed or geared
18 for student enrollment.

19 Many times he has been addressed this
20 issue, and I have not yet from my academic
21 peers ever heard his response to this issue;
22 and again, we had just met recently before
23 the term ended last semester, to again
24 address another ultimatum to install a
25 Japanese language program and other

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1 non-essential programs on this campus, and
2 the person who addressed this was a chair of
3 the Asian Department Professor Al Andrews.
4 I have yet to hear a response from the
5 Arts and Science Department or Dean Howard
6 Ball.

7 I think this is one example of how this
8 University can take a situation which is
9 ensuing across American and ensuing on this
10 campus and alleviate it before it grows out
11 of hand; but as in many case, I don't see the
12 University taking a prescriptive role in
13 trying to determine how we are going to solve
14 things on this campus.

15 MR. CHENEY: Thank you, very much. We
16 are running about half an hour beyond.

17 (An off-the-record discussion was held.)

18 MR. VROOMAN: My name is Bruce Vrooman
19 and I am in Environmental Studies, and I am
20 a senior. I would like to discuss the
21 formation of the Environmental Studies
22 Department, which parallels that of the
23 Ethnic Studies Department.

24 Environmental Studies major is a
25 relatively new major which was developed in

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response to student demand. It is interdisciplinary in nature and each student in the program has their own focus, selecting courses from the different departments, also enrolling in a core curriculum. There appears to be similar demands for an Ethnic Studies Department.

I did not take a race and cultural course, but I feel would have been better educationed had I taken it. I don't agree with mandating all students to take this course, or the courses, but I do feel that students should be able to draw courses from the Ethnic Studies Department if they so choose.

The Environmental Studies major is the fastest growing major, not because of the environmental industry, which is rapidly growing, but because it offers students responsibility and individual focus. The courses are accredited as would be those in the Ethnics Department.

I would like to mention problems that are growing in academic fields such as

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1 environmental studies is experiencing. The
2 demand for this department has not been
3 me with adequate supplies on behalf of the
4 University. As a result if the school
5 is to maintain academic quality, it would
6 need to add department members or else limit
7 enrollment to this particular department.
8 What a shame it would be if qualified
9 students could not take the course they so
10 desire.

11 I would like to address my role as
12 Student Association President. There has
13 been said by a member of the Department of
14 Multicultural Affairs that a white in a
15 position of power is a racist. I would like
16 to dispell this notion with a constructive
17 approach. One of my roles is to ensure
18 that students perspective is hears by the
19 ears and minds of the administrators of
20 this University, who are paid to make changes
21 from the status quo.

22 A group of fifteen students from the
23 President's Advisory Committee, which is just
24 beginning to meet with President Salmon, we
25 have scheduled meetings for one half hour

1 every other week, and our role is intended
2 to serve him with our perspectives on one
3 or two issues at a time.

4 Presently we are advising him on the
5 issues of advising on this campus. We have
6 done research on this issue, which would
7 provide him with perspective and a briefing
8 for him.

9 This same group could be sought by him
10 for other issues of concern, including
11 cultural diversity. This will only be
12 effective if he honestly wants our
13 perspective.

14 Members of the Cultural Organization are
15 on this committee; but I will begin to worry
16 if he doubts our creditability or if our
17 meetings him are token. As of now I trust
18 this University administration. I trust its
19 sincerity so long as it continues to value
20 the perspectives of mainstream students and
21 those who feel oppressed by the system. I
22 feel we need to speak up and I feel that he
23 needs to be accepting of our views which do
24 differ.

25 MR. CHENEY: Thank you, very much.

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1 Thank you all. - I think I better shut off
2 your time, because we have intruded on
3 others. At the end of the day if there is
4 anyone you wants to submit something in
5 writing or if you want to stay, you are more
6 them welcome. Thank you.

7 Our next ponel is a panel of University
8 of Vermont administrators. There has been a
9 court reporter request that you read slowly
10 so that she can get a verbatim transcript.

11 Our first panelist is Delmas Taylor,
12 the Provost of the University.

13 MR. TAYLOR: My name is Dalmas Taylor,
14 Provost and Senior Vice President of the
15 University of Vermont. I represent a very
16 short history from what I believe to be a
17 long historical context.

18 I came to the University of Vermont in
19 July of 1991, but I think it's important to
20 phrase my perspective and experiences and
21 what I perceive to be a long historical
22 commitment to issues of equality and justice
23 at this institution.

24 The institution just this past year
25 celebrated its Bicentennial, two hundred

1 years since it was founded, and as I look at
2 that history, I see as far back as 1871, the
3 principles of equality and justice and its
4 charter are manifest in its commitment to
5 equality by becoming the first eastern state
6 University to admit women. Indeed the first
7 two women who graduated from this institution
8 graduated Phi Beta Kappa.

9 A few year later in 1877, it's first
10 black graduated from this University, again
11 with Phi Beta.Kappa distinction and went on
12 to teach theology at Eller Forest University
13 in Ohio.

14 Since the 1870s the numbers of the
15 African American and multicultural students
16 at UVM has been small, but there has been a
17 presence.

18 In the '70s an environment of Civil
19 Rights activity which had its impact
20 throughout the nation showed some promise
21 here, in that there were increasing numbers
22 of African American and multicultural faculty
23 and students admitted to the University. As
24 a matter of fact in the College of Education,
25 four black faculty were hired during that era

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by the Dean.

In the '80s I think there was a step-up of that activity as I reviewed the history. Now am I saying that I think the University of Vermont is perfect or that it is aggressive or does as much as it can in this area. The answer is absolutely no; but what I am saying, by this history and by my presence at the University and in this forum is that there is a commitment here to increase the diversity of the student body, of the faculty, and in the curriculum.

Is the progress as rapid as any of us would like to see, the answer is no; unequivocally no; but I think there are reasons for that.

George Bush in his State of the Union message indicated that Congress could even show the aging process. I think to some extent George Bush was also characterizing the Academy, the University, because of their governing arrangement and in which improvements in curriculum go through many committees and often take years before they are ever perfected and implemented, sometimes

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greeted with impatience by some among the faculty, and especially among the students, and that is especially understood when the faculty and students are here for usually a finite period of four years. That kind of presence means automatically there is an impatience with the rate of change.

Now the drama on this campus increased in the '80s with the takeover of the administration building, and from that was a response from the administration to do some things that I think in retrospect many here have concluded that the promises were greater than the administration itself could deliver; especially in areas where that reflects or relates to the curriculum, because again, the curriculum is the responsibility of the faculty.

But I think it's fair to say that the administration nonetheless affirms with the support of the Board of Trustees and its reaffirmation to the issues of cultural diversity and curriculum modifications in this regard.

I think it's also appropriate to

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1 frame these issues in the context of why the
2 University is doing this, and I can certainly
3 speak to that in terms of my own perspectives
4 and philosophy on the matter.

5 I do come to those issues with a great
6 deal of experience, both personally and
7 professionally, and to me they are framed in
8 a philosophy and in an ideology that
9 addresses the larger historical and societal
10 problems that we experience here at UVM,
11 because I can assure you that that problem is
12 not peculiar or specific to this campus or
13 this state.

14 We need no recitation of the history of
15 this country and it's Constitutional
16 convention and the way in which some of us
17 were defined and the provisions that were
18 required subsequent to that ratification of
19 that document that granted us citizenship,
20 creating rights, and the struggle we have had
21 to make each of those a reality.

22 Those issues still play themselves out
23 in the institutional fabric or in the fabric
24 of all institutional life in this country.
25 UVM is no exception and as a matter of fact

1 - may stand as an aggregated instance or
2 example because of the geographic isolation
3 and the near 99% presence of the caucasian
4 race in this state.

5 I think it makes the task more difficult
6 but the commitment is there. How do I know
7 the commitment is there. One, I can say I
8 know the commitment is there because I have a
9 large role to play in it and I know what my
10 personal commitment is and I experience no
11 significant frustration or resistance to my
12 implementation of that.

13 I am the one who issued the report that
14 the student critized earlier on the panel.
15 She did indicate that all the persons that
16 she wrote to about that report. Provost's
17 office, that was the only one that responded
18 to her.

19 Let me elaborate the issues that she
20 raised in that report because I think it's
21 the clarification is something that at least
22 from perspective, the criticism and/or the
23 criticisation leaves no room for or necessity
24 for apology.

25 We printed some data that showed the

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1 increase in the undergraduate enrollment of
2 multicultural students between the years of
3 1986 and '91. We arbitrarily selected a
4 five-year window, simply as a manner of
5 tracking the progress from one point to
6 another; and what we showed was that there
7 was an increase of 124%.

8 These are small numbers so big
9 percentages can be deceptive, but the
10 increase, to give you a small number was from
11 two hundred two students to four hundred
12 fifty-two between the years of 1986 and '91.

13 Now what the student called to our
14 attention was that between the years of I
15 believe it was '90 and '91 there had been a
16 drop from roughly four hundred eighty some
17 students to four hundred fifty-two, and
18 that's accurate; but the trend of the
19 enrollment of multicultural students,
20 undergraduate level, between those five
21 years, is indeed a positive curve increase.
22 That was all we were trying to present, and I
23 am candidly aware that statistics can say in
24 many instances misleading things, but I don't
25 think this statistics is misleading because

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the narrative and the context framed the point that we were trying to make.

The document that was submitted, and I am willing to leave this document here, also makes clear that no one and certainly not the author released this statement to suggest that there is any basis for pride, but that this document reflected programs between those periods.

It is also the case that when I came to this campus one of the things I constantly heard was there were no course offering in that and the University is not doing that, and as I asked people it occurred to me there were many students and faculty who could not cite with any agree of precision what it was that University was doing, so we undertook a survey and found it strange no one had done this before, but our survey showed us that there are many courses on this campus that address issues of multicultural diversity, Africanism and so forth.

Now once again, am I saying by that collation of that information that we are doing enough, absolutely not; but that

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1 statement, that collation makes it clear that
2 we are doing something; and the only other
3 way my office can proceed in this environment
4 is to at least identify a baseline so that in
5 future years we can measure whatever changes
6 there are against that baseline.

7 So the collation that we have put
8 together is a baseline and we have collected
9 from the faculty a number of courses that
10 have been identified either by title for
11 content to address themselves to some aspect
12 of that. How well that is represented in
13 the catalog, I am not sure, nor have I made
14 attempts to verify or validate what I have
15 received from the faculty, so that again has
16 to be accepted in that level.

17 I also have a list here. This is a
18 recent submission because we are now asking
19 deans and directors to give us on a quarterly
20 basis progress in their units in the area of
21 cultural diversity and affirmative action
22 reports, and while cooperation with that
23 request hasn't been 100%, I can say that from
24 the last quarterly report we have an itemized
25 statement from each dean and director except

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one, of two or three pages of what has occurred between December and February. I am not sure about the dates. I have them here. Maybe it's October and February or October and December, but we are collecting on a regular basis.

One of the things that I have here is a list of approximately 24 faculty who are now working on specific courses that deal with -- I am just citing some of the titles. Howard Ball is involved in a course in Civil Rights in American; the Social Minority, working with cultural diverse art sources; in re Women in American Politics, Native America Economic History and Reorienting the Western Landscape; Race Relations in the U.S., just to name a few of the courses on that list.

Now again those are courses that are under development, so I make no claim that you will find them in the printed bulletin, but I do make a claim that they represent the sensitivity of our faculty and strive towards improvement of the curriculum which currently exists.

Finally I would simply add that the

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1 current administration has joined the
2 commitment that has been passed down through
3 prior administrations, I think in a very
4 aggressive way. I have cited you some of the
5 initiatives from the academic side of the
6 house.

7 I would not rush to belittle the forum
8 or the ritual or the opportunity for infusion
9 at that time expression particularly the one
10 most recently instituted or initiated by
11 the President, which was a response to the
12 hate incident on this campus.

13 There was a gathering on this campus
14 at the Ira Allen Chapel, of the Governor,
15 religious leaders from various denominations
16 and various representatives from the
17 educational community, the business
18 community, and most impressively a group of
19 grade school and high school children from
20 the Williston community, whose participation
21 in that program was a recitation of
22 Martin Luther King's "I Have a Dream" speech.

23 Is there racism at UVM? Of course.
24 There is racism throughout America. Are we
25 addressing racism at UVM? This Provost would

1 say unequivocally, yes; and we are addressing
2 it by being very aggressive in terms of
3 faculty appointments that we approve at the
4 Provost level and by pressing more firmly in
5 the Admissions office the recruitment of
6 students and by pushing more firmly and
7 aggressively with the faculty both providing
8 reinforcement and support for their efforts
9 in modifying the curriculum and pushing them
10 beyond where they are.

11 This institution has provided special
12 incentive funds for faculty to do recruitment
13 and provide special incentive funds for
14 curricula innovation.

15 We are delighted to have this forum and
16 to listen to the perception of what we are
17 doing and how well we are doing. We are
18 here to adjoin those issues and I would issue
19 an open call to any students that we in the
20 administration are willing to meet with
21 members on any occasion where there can be
22 civil and rationale debate and discourse.

23 I will make that perfectly clear, that
24 in my judgment, I don't think that occurs in
25 a corridor outside of offices by groups of

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1 students who drop in impromptively, as if
2 the only way to have this dialogue is to
3 disrupt our work and the ongoing activities
4 and efforts of the University. Thank you.

5 MR. CHENEY: Thank you, Mr. Taylor. I
6 would asked this panel to hold to their
7 questions.

8 MR. ANDREAS: As indicated I am Rosalind
9 E. Andreas. I have been Vice President for
10 Student Affairs here at the University since
11 August of '89, and during the time that I
12 have been here, it has certainly been very
13 clear that tensions exists on this campus,
14 and I think you have heard that very, very
15 clearly, not only from in the very clear
16 voices of students this morning, but also in
17 the Provost's comments.

18 I think I was aware first off when I
19 arrived that the tensions were strongest
20 between students and administration, as
21 students were pushing aggressively for
22 currucular change and for changes in
23 recruitment and retention.

24 Although it was clear even in that first
25 year that there were student-to-student

1 tension, and I certainly remember an incident
2 where one of our African American students,
3 who was also a gay man, was denied acceptance
4 into a fraternity, and from that several
5 intervention things happened on the campus
6 that began to indicate us more about issues
7 of gay and lesbian members of our community
8 as well.

9 It was also about at that time that
10 Vermont passed the Hate Crime Law, which made
11 it very clear a Constitutional illegal act in
12 intimidating, assaulting or threatening
13 others in our state and community. That
14 was also an issue of clear discrimination
15 for us to deal with on the campus.

16 In 1990-91, we also early in the
17 year had an incident of what might be called
18 ethno-violence, in which one of our Latino
19 students had very hateful graffiti on the
20 outside of her hall and the residential
21 community came together right away to form a
22 supportive community to investigate it
23 vigorously and charges were filed under the
24 Vermont Hate Crimes Law. We were able to
25 identify who the individuals had been. They

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were not students, and that was taken forward.

We also during that time period had an incident of anti-semetic language on the bulletin board, and again, we moved to work with the counseling center and staff and Residential Life to begin intervention in that hall as well, to confront people with the act of bigotry and begin to educate.

Certainly then during the year the tensions increased during the year culminating in the occupation of Waterman in the spring which has been referenced and the follow-up where students have continued to very vigorously push, there needs to be change at this University and to vigorously push away this racism in our society and the symbolic structure on the green, it became a way of teaching on this issue.

This fall, right about the time of the torching of the symbolic structure, just previous to that, we had supported with a network of faculty and staff a gay and lesbian individual who chose to come out during National Coming Out Day, and we knew

1 - at that time that we were teaching on that
2 issue that that would bring out the fear
3 and ignorance and the uninformed behavior,
4 and several of the students that identified
5 that did happen and we immediately did an
6 intervention at that residential hall. In
7 fact, one of our panel was the key in
8 helping that intervention occur, that
9 people's ignorance and misunderstanding could
10 be confronted, but right about that time, we
11 were made aware by the Office of
12 Multicultural Affairs that we were just
13 having an increasing number of incidents of
14 racial harassment, illegal acts and
15 intimidation.

16 I would like to talk then about the
17 steps we have taken, because I think that's
18 critical for campuses. As I talk with my
19 colleagues across the country, they too are
20 having to deal with acts of bigotry, illegal
21 acts of hate, and act that are hate crime,
22 and all of us need to figure out how can we
23 put in place those procedures, though
24 policies, those practices that confront
25 and begin to stop; because we are not safe

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1 campuses for our students in this kind of
2 climate and environment nor for our faculty
3 and staff, who are targets of any of this.

4 A campus complaint intervention team was
5 formed with representatives from Student
6 Affairs, Police Service, Counsel Center,
7 Affirmative Action, the Office of
8 Multicultural Affairs and faculty. We
9 brought in someone from the religious
10 community as well, so that we could approach
11 as many angles as possible. We identified a
12 protocol that we could put into police
13 reporting, because it's important to the
14 for someone to report.

15 We began to gather all the knowledge we
16 have about incidents that were occurring on
17 campus and make sure we were all
18 communicating very clearly, first of all to
19 give support to the unfortunate recipients
20 of these activities, and have a vigorous
21 investigation, and then also beginning to
22 communicate to the campus what was happening;
23 because if you are going to build an open and
24 honest campus, you have to be open and honest
25 about the problems your facing.

1 We used resources such as a video that
2 has been used on other campuses called
3 "Still Burning," which helps identify
4 procedures for dealing with ethno-violence;
5 resources from national associations. We
6 then planned, since all of this was happening
7 right during the time of exams, on the advise
8 of the Director of the Officer of
9 Multicultural Affairs, we needed to time our
10 activities right at the beginning of the
11 new semester, as everybody was coming back.

12 The Provost and deans supported by
13 writing a letter to all students clarifying
14 that we could not condone illegal acts on
15 this campus. I wrote a letter to each
16 student, not only clarifying what were
17 illegal acts according to our own state bill,
18 the rights and responsibilities, but
19 according to the Vermont Hate Crime Law,
20 identifying some of the unfortunate incidents
21 that we were having on the campus and also
22 asked for students to join in helping to stop
23 oppressive and violent acts so we could build
24 a more varying community.

25 We asked for reporting. We asked for

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1 individuals to speak out whenever any
2 harassing words were issued, whether they are
3 jokes that are sexist, racist, homophobic,
4 bigoted in any way, to speak out. To model
5 behavior and activity working to promote a
6 campus environment.

7 We have also worked to continue to
8 gather allies. As Provost Taylor mentioned
9 the January 17 celebration as a way for all
10 of us in the state and community to recognize
11 we have serious problems here in Vermont and
12 we need to address them.

13 We knew also that once you begin to call
14 a halt to illegal harassing acts there will
15 be those who say, well, wait, speech is
16 protected; and we evolved with great
17 foresight, we worked to schedule a forum on
18 hate speech and on January 22, we engaged in
19 presentations and discussions on
20 differentiating between speech that is
21 protected and speech that is not protected,
22 so that we can begin to continue to address
23 these issues on our campus.

24 I have also had discussion with
25 the Provost and Deans that I believe our

1 next forum that is very much needed for the
2 campus is a forum on prejudice and racism.

3 One of the best things we do at the
4 University is to teach and we have
5 many resources on campus to teach and we need
6 to be educated.

7 The campus climate intervention teams meet
8 every other week to monitor what is happening
9 on the campus. It is also working to
10 develop educational opportunities in
11 out-of-class settings. A poster series is
12 up in all dining areas. Interventions are
13 occurring in residences.

14 We call, we have what we call active and
15 passive programs. Passive, which tends to be
16 posters. Active programs tends to be events,
17 and we also refer to remedial programming
18 when we have an incident that we really need
19 to get in hands-on and work with people on
20 the floor, i.e. why did you do this; are you
21 aware that this is illegal?

22 We also have actively investigated
23 incidents. We have found some
24 individuals who are allegedly responsible in
25 two of the incidents and are going through the

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1 internal adjudication process.

2 This is only a beginning. Our
3 society faces conflicts which are deep-seated
4 in our society, and we have much work to do,
5 but I think the will is here to do the work
6 and certainly the urgency to do the work is
7 very clear in the voices of our students.
8 Thank you.

9 MR. CHENEY: Thank you, very much.

10 MR. BALL: My name is Howard Ball, Dean
11 of the UVM Arts and Science College. I just
12 will highlight a few points relative
13 to activities, educational activities and
14 the college, and I have already given copy
15 of some material that was submitted to
16 another organization recently.
17 One of the students talked about patronage,
18 and I think what we are doing ironically
19 given the criticism, responding I think to
20 the criticisms with some very solid
21 educational activities.

22 For example, one thing that comes out
23 of a lot of the comments, speeches,
24 protests that the lack of student
25 empowerment, and I think that semester the

1 - college has organized students of departments
2 to develop student activities committees at
3 the college level and department level, where
4 students will be involved in interaction with
5 faculty dealing with academic issues such as
6 the quality of teaching, the quality of
7 advising, and other issues that concern them
8 relative to education.

9 We are moving very quick on this.
10 We are meeting weekly with a panel of
11 twenty-two students, I and my colleagues in
12 the college administration. This week
13 for example we are getting into some
14 major concerns that they have and are going
15 to be identifying those, and then next we can
16 get a chair meeting and we have chair
17 meetings to deal with these issues. They
18 will be meeting with the chairs and
19 expressing their views to the chair so we can
20 have further interaction.

21 We are responding to the question
22 of empowerment. We believe that students
23 who are primary constituency should hav a
24 role, should have a voice in the activities
25 that surround them, educational, advising,

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1 admissions and so on.

2 Secondly, as the Provost has pointed
3 out, we are in the process of implementing
4 a new requirement for all Arts and
5 Science students. The faculty, last March,
6 after about a year of discussion, voted to
7 require all incoming students to take at
8 least a course, a three-credit course, from
9 among a number of courses listed in the area
10 of race and ethnicity in America. The
11 faculty voted on it last March. Since then
12 we have been meeting as a cohort.

13 If you are around tonight, I would
14 invite you to attend a cohort meeting at six
15 o'clock, to get a sense of the faculty who
16 are working to develop these courses that
17 will be offered next year.

18 Right now there are about 27 courses
19 that will be offered next year. The
20 requirement takes hold next year. We
21 needed the year to develop these courses so
22 the bulletin that you will have next year
23 will have as a fourth requirement, a Race
24 and Ethnicity in America requirement.

25 We have changed our orientation session.

1 Every summer, June and July and in August
2 we have orientation sessions with every one
3 of the first year students and transfer
4 students who come to UVM. This means almost
5 a thousand students. Last year we added
6 an hour and a half to every one of these
7 sessions dealing with race and ethnicity.
8 This year we are adding another two
9 hours to that.

10 It's difficult because it's a
11 tight schedule, but we I think it's
12 important enough, and we have had
13 presentations to all of those students last
14 year and will continue to have those with
15 respect to questions of race, ethnicity and
16 discrimination and hate speech.

17 It's led to some very
18 interesting dialogues. Some people like what
19 we are doing and others don't, but it's
20 appropriate to raise these to begin the
21 dialogue at least at this level and hopefully
22 the dialogue will be there at the junior high
23 and elementary school level, but what we are
24 doing at orientation is addressing these.

25 We are addressing the retention not only

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1 of students but also faculty issues. We
2 also have changed requirements with regard
3 to recruitment of faculty to insure we have
4 the widest possible pool of candidates.

5 We have done other things, such as
6 teaching other such programs in order
7 to address these issues, so I don't think
8 that this is patronage. I think it's an
9 effort on the part of faculty and staff and
10 student to address some serious problems that
11 are nationwide.

12 I think we are doing what educators
13 should be doing, responding to prejudice
14 and hate in the only way we can, and that
15 is through courses and activities in
16 the curriculum with orientation and
17 with recruitment and retention.

18 Let me say a final word with regard
19 to Japanese. This gets to some planning and
20 management at the college. I have spoken to
21 the faculty about this. We had to deal with
22 the Chinese language problem to begin with.
23 We had one faculty, and I said to the Asian
24 faculty that we have to develop some
25 strengths in Chinese, and then go to

1 - Japanese rather than getting one Japanese and
2 one Chinese faculty.

3 What we have done is to increase the
4 number of Chinese faculty, and at this
5 point we are turning to this other issue
6 with regard to foundations and activities,
7 but it's coming at the time when we have
8 a budget crunch.

9 Last year I have had a delay in this
10 kind of activity because I took a two hundred
11 thousand dollar budget cut, which meant
12 vacant lines were gone.

13 So we have a plan and the Asians do know
14 about the plan, but they also know there is a
15 budget crunch, and we had to deal with the
16 Chinese language, since that is already on
17 board. We have a strength in that, and then
18 turn to Japanese language needs, so I suppose
19 it's a part of a communication process, but
20 certainly this has not been an effort to
21 derail. It's simply trying to get
22 first things first, as is said somewhere.
23 That's all I have to say.

24 MR. CHENEY: Thank you. Mr. Patterson.

25 MR. PATTERSON: I am Rodney

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Patterson, Director of UVM Multicultural Affairs.

I thought it was pretty interesting to begin with, to see that I was characterized as an administrator on campus, and the reason why I say that is because I normally think of administrative people as people that have the ability, capability of impacting change within the institution. I feel very much I am disempowered on this campus as a result of who I am and what I do.

I know that there has been some clarifying on my part, as well as within the institution, trying to help me in clarifying so to speak challenge me in my thinking, to decide what my role really is, and am I really an advocate for students or am I an advocate for the administration of the institution and a what point do I cross that thin line.

I think more appropriately, I consider myself as an advocate for multiculturalism, which means I am not an advocate for a racist institution; but I am an advocate for multiculturalism within a

1 - racist institution, so it oftentimes puts me
2 in juxtaposition against institution and that
3 is why I feel disempowered.

4 I have a lot of responses to a lot of
5 what has been said today. I am not going
6 to argue that the institution has a
7 commitment. I am not going argue that point,
8 because I believe in the minds of many people
9 around here that the institution really does
10 believe that it has a committment to
11 diversity the climate on the campus
12 community.

13 My certain is that it's so miniscule
14 it's not even funny. The reason why I say
15 that is because I often hear Marion Metavier
16 Read, who is the executive officer, another
17 disempowered administrator on this campus,
18 the Executive Office for Affirmative
19 Action, say that the problem with the
20 institution is that we are trying to use
21 bandaid remedies for cancerous problems.

22 The reason why I am inclined to
23 agree with her is because as I look
24 historically, which I would invite my
25 colleagues to do as well, being that I am the

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1 longest tenured quote unquote administrator
2 on this panel at this point, to look
3 historically at what has happened at this
4 institution.

5 There has been a document to
6 diversify this place in the '60s and there
7 was a follow-up document to deversity in
8 place in the '70's; and there is a follow-up
9 document to diversity in place in the '80s.
10 We are presently in the process of creating
11 yet another follow-up document that is
12 supposed to be the end-all to all other
13 documents in the '90s; so historically we see
14 that the cancer within this institution
15 continues to permeate throughout this
16 institution and it's not getting better.
17 It's getting worse, and the reason why is
18 because instead of using the kinds of methods
19 that medical practitioners have told us that
20 need to be used to address these kinds of
21 problems, we are still looking for bandaid
22 remedies.

23 We need to get to the core of
24 the problem, and even if we don't, if all we
25 can do is put the institution in a state

1 of remission, then we know that in order to
2 do that based upon what we know about cancer
3 it means that we are going to have to
4 induce sickening kinds of remedies,
5 radiology therapy, and the effects of that
6 are ver ydiscomforting for the individual
7 that is going through it, but quite
8 necessary, and that is what needs to happen
9 on this campus.

10 So I say that to say that all of what
11 I see happening are miniscule efforts that
12 are being made are not going to cut the
13 mustard.

14 I was disturbed by the report that
15 the Provost put out, once again,
16 recently, because he said that, and I believe
17 this, he said that it was not his intent to
18 help people to perceive the wrong message,
19 but unfortunately people do.

20 People read documents and infer
21 things that may not be meant. I noticed a
22 mistake first of all on the first page
23 regarding the award from the National
24 Region to the race and culture course, and
25 it says that "Sam Battleberg, Director of

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1 - Race and Culture curriculum has won the
2 network for educational equity and ethnic
3 diversity award, called NEED, but I get
4 concerned about that, because first of all
5 Sam Battleberg didn't win it. The
6 institution won it. And if the truth needs
7 to be told about it, it's the students that
8 won it, because if the students didn't take
9 over the building in '88, there would be no
10 race and cultural courses.

11 Another problem that I had as I looked
12 at this document was that there are listings
13 of the courses that are offered related
14 to race and culture on race and ethnicity in
15 our campus. We talk about the one-credit
16 course that is offered at four colleges. We
17 also talked about the College of Arts and
18 Science and the School of Nursing,
19 requiring students to take a
20 three-credit course in race ethnicity. That
21 has not yet occurred. That is supposed to
22 occur in the future. That is a bit
23 inaccurate.

24 We also talk about Business
25 Administration offering an elective

1 two-credit course. It's still not
2 required, and then the College of Engineering
3 and Math offering a one-credit course to be
4 required next year again.

5 When I think about that, I am
6 insulted that we would even offer this as a
7 sign that there is a true commitment to
8 this institution to diversify, because if
9 you compare how many credits are required
10 for student to graduate, again how many
11 credits are required for students to learn
12 about the equity of all human beings; all
13 peoples, specifically a lot of people in
14 our community and in our society, you will
15 see a disheartening story, picture.

16 Some of the other things that struck me
17 as concerns and problematic on our campus
18 were the efforts that were bosted by others
19 concerning the recent activities of both
20 the President and the Dean of Arts and
21 Science, the forum with the Governor and some
22 of the other people within the community
23 coming together.

24 The reason why those activities took
25 place was the result of the institution

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1 - showing that it had a true commitment to
2 verbalizing to this community that hate
3 crimes are deplorable and will not be
4 tolerated.

5 I shared with Rosalind Andreas, my
6 boss, before that forum of the President's
7 took place that I felt like it was a slap in
8 the face. I am inclined to even feel more
9 strongly that that is true now, and the
10 reason is because even after the President
11 had all of these people come together,
12 followed by statements that he made about how
13 deplorable hate crimes are, he later said on
14 a radio interview and in the newspaper that
15 UVM is not a racist institution despite what
16 the activists on campus say.

17 And if a person who is sitting at the
18 helm of this institution doesn't
19 acknowledge that it's racist presently and
20 that it was built upon the premises of
21 racism, then that concerns me, because this
22 is the person that is supposed to be leading
23 us to an anti-racist agenda, and helping us
24 to become an anti-racist institution.

25 I also have the same concern about

1 the teaching, because the teaching was
2 supposed to be like the President's forum,
3 helping people to understand the problems
4 that we have here, and to clarify and send a
5 strong message to people that these acts will
6 not be tolerated.

7 Both of them wrote letters to the
8 campus and I applauded that, but my
9 problem is, the follow-up activity that
10 occurs. Instead of that teach-in focusing on
11 hate crimes it began by focusing on hate
12 speech, and instead of people walking away
13 with the impression that hate crimes are
14 deplorable, they walked away with the
15 misunderstanding and more confusion about
16 what should be tolerated and what should
17 not be tolerated.

18 So to say that that was a
19 successful program is ludicrous to me, if you
20 look at what the intent and motivation for
21 having the program was in the first place.

22 I am also concerned that in an
23 institution that celebrates a Bicentennial
24 that we disregard that the Native people of
25 his area continuously tell us and help us

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1 to be reminded-that Ira Allen came to this
2 place when it was preoccupied by Native
3 people, killed the people, took the land
4 and established an institution, and those
5 people now can't get an education here
6 without paying for it and the land is planned
7 preoccupied. There is no mention of that
8 throughout the Bicentennial celebration.

9 It's those things that lead me to
10 believe that there is a systemic cancerous
11 problem that continues to permeate this
12 institution and it's not going to
13 change unless it happens at the core.

14 Finally I want to say that I am
15 concerned because the institution is now
16 talking about undergoing strategic planning.
17 At the same time I mentioned that there is a
18 committee of people who have come together to
19 talk about strategically revolutionizing
20 this place and making it an anti-racist
21 place.

22 Unfortunately the majority of the people
23 on that committee are polarized in his own
24 perspective of where the institution is and
25 what the institution needs to be doing,

1 number one; and number two, as the person
2 who was selected as the chair of this
3 committee, I have yet to talk to anybody
4 about the simultaneous strategic planning
5 that the institution is doing to
6 revolutionize the institution at large,
7 and that concerns me.

8 With that I will wait for questions.

9 MR. CHENEY: Thank you. Any questions?

10 MR. HOFF: I have one question. I don't
11 I fully understand and I suspect I am pretty
12 typical of the nature of the promises that
13 were made in 1988. What happened to those
14 promises?. They apparently have not been
15 kept. Why were they not kept, and the
16 reason for their not being kept?

17 MS. ANDREAS: A report might be helpful
18 to the panel, which was prepared by Marion
19 Metevier Read a year ago, in which
20 essentially the same question was asked. The
21 Waterman Agreement of 1988 forged with Lattie
22 Coor addressed four basic areas; areas of
23 curriculum, area of recruitment and retention
24 of students; areas of recruitment and
25 retention of faculty and staff and other

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policies.

After Lattie Coor left, assessment was made of progress on that decree and progress was short in a number of areas. There had been completed progress in other areas -- and I should say progress not completed progress. There had been movement, and then with the beginning of George Davis' presidency there was work on what are our next steps and where are we going?

Students had asked for an endorsement of the agreement, and the language of agreement was, "I will try, as President."

Working for curricular changes in this University involves working through the appropriate faculty bodies and curricular bodies to bring about change.

Students wanted President Davis to endorse that agreement that we continued to move on that. The President felt it was of greater importance to have a Trustee resolution which would indicate it is important for us to have a clear mandate that will address curricular change, that will address recruitment and retention of both

1 students and faculty and will address policy
2 changes.

3 The committee which Rodney Patterson
4 referenced, the Committee on Institutional
5 Diversity, has been looked to to frame the
6 elements of that strategic plan for the
7 institution, but I think it would be
8 useful for the Commission to look at the
9 report thatw as prepared. I believe it was
10 February 2; is that right?

11 MR. CHENEY: I don't have that. We
12 will get a copy and have that as part of
13 the record.

14 MR. PATTERSON: I want to respond to
15 the question too and I am glad that you
16 said earlier that you wanted us to be
17 blatantly honest, because I feel I need to do
18 that.

19 I felt like -- this is my own personal
20 opinion, people may not agree with me. I
21 feel like Lattie Coor was inclined to believe
22 that he could bring about change within the
23 institution when he signed that document,
24 and I think that he knew it would not be
25 the easiest thing to do, because he was met

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1 by much opposition, particularly among the
2 faculty, and even among administrators with
3 whom he worked most closely; but I think that
4 what happened was Lattie Coor decided to go
5 into the corridor with the students alone,
6 without other administrators, with a couple
7 of faculty that he reached the conclusion
8 after being convinced by the students that
9 the need to change this place was so
10 necessary that he set out to do that, and he
11 was criticized from the day he signed that
12 document until the day he left.

13 When George Davis came on campus, again
14 I was inclined to believe this is a person
15 that genuinely believed those changes needed
16 to take place and wanted to see them happen.
17 Unfortunately he didn't know how to do it,
18 and didn't have the kind of guidance and
19 support from administration to assist him in
20 doing it.

21 I think what happened to George Davis
22 was, he saw how much the institution at large
23 was against making the agreement happen,
24 and did not want to send a message to the
25 students that it could in fact happen, when

1 he didn't have the power or leverage nor the
2 support to make it happen.

3 At that point I tried to get the
4 President to sit down with the students
5 before the students returned to campus and to
6 avail himself to the students upon their
7 return a panel of students which was a part
8 of the '88 Agreement, until they came up with
9 something that was agreed upon by he and
10 those students. That never happened, and I
11 wasn't around to make sure that it would
12 happen, because I had unfortunately been
13 involved in an accident and was in the
14 hospital for about three days and didn't
15 return to campus for a few months.

16 I don't know what transpired during
17 that time, but for me, that was probably the
18 point at which the institution made its
19 biggest mistake, and since that time it's
20 gone downhill tremendously and continues
21 to slide down the mountain at an
22 enormously quick pace.

23 MR. TAYLOR: My reaction to that
24 question, they have to be taken in the
25 context that I was not here during those

1 - events, and so -it's retrospective and borne
2 out of a great deal of reading and listening,
3 up against my sense of how the academy
4 operates.

5 I would like to also suggest that in
6 trying to understand how the academy
7 operates, one has to understand how UVM
8 operates, in that the flavor of the town
9 meeting model permeates this institution,
10 that leads me to the impression or the
11 conclusion that no president, regardless of
12 how strong he or she is, could individually
13 cut a deal with students and be assured that
14 he or she could carry it off. I think that
15 at least in part is my understanding of why
16 that was not workable.

17 MR. CHENEY: Mr. Ball.

18 MR. BALL: I just wanted to point out
19 and follow up on the Provost's comments.
20 It took us, because curricular matters
21 are faculty matters, it took us over a year
22 to get the faculty in Arts and Science to
23 a point where there was a vote that did
24 support the change in the curriculum.

25 Curriculum is a sacrosanct prerogative

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1 of the faculty from a faculty perspective.
2 It took a year. Rodney is right. No
3 President can change curriculum. He can
4 make promises. If promises are made, then it
5 becomes difficult to deliver because the
6 faculty are the ones who have to make those
7 judgments, and as I said, from the time I
8 came here, I came here just as Lattie Coor
9 was leaving, from January '90 until the
10 following February, my Associate Dean and I
11 were in conferences with the faculty, meeting
12 with them, department meetings, Arts and
13 Science meetings, to discuss these issues,
14 and I think the faculty moved very rapidly,
15 given the nature of faculty movement on
16 curricular matters, and since last March or
17 February, when the vote was taken, we are
18 developing courses, hopefully about thirty,
19 that will be on line in September of '92.

20 So that I think is one of the dilemmas
21 associated with any kind of agreement,
22 especially when you get into curriculum
23 matters; but the fact is, and this is the
24 sadness, while some are saying that we are
25 going downhill, I am saying as a cohort in

1 - Arts and Science, I am saying thirty courses
2 that we will be offering. I am saying that
3 very fundamental changes in the way we
4 interact with students, along with
5 impowerment of students, so I for one have
6 seen what has been happening as having a very
7 important impact on college life here.

8 I have been in a number of places and
9 this is a place where action and change has
10 occurred very rapidly in about the two years
11 since I have been here, with regard to
12 orientation, with regard to improvement of
13 students and with regard to curriculum
14 change and residential and recruitment and
15 other activities; so from my perspective
16 there has been a great deal of change. A
17 great of positive change in response to
18 some very important messages, and I don't see
19 from my perspective a slide downhill. I see
20 another very clear direction taken.

21 MR. PATTERSON: I have a couple of
22 things to say in response. If you are
23 standing still and motion passes you, it
24 doesn't look like it's going quickly, but if
25 you are riding in that which is moving, then

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1 - you don't think it's going as fast as it
2 seems as when you are standing still.

3 If you look at the institution from an
4 historical, not a two-year perspective as
5 Dean Ball is describing, but from an
6 historical perspective, you will notice it
7 is moving at a snail's pace. It's moving at
8 a snail's pace and it's not as accelerated as
9 Dean Ball is making it seem first of all.

10 Secondly, I think that one of the
11 major problems with this institution is that
12 students have been and continue to be
13 disempowered on this campus because we are
14 not only dealing with a racism issue, we are
15 also dealing with a class issue, and I think
16 the reason why that's the case, an example of
17 how it's most apparent for me as a
18 constituency working within the campus
19 community is the fact that we so proudly as
20 an institution claim that the power of the
21 curriculum lies within the hands of the
22 faculty; you have heard Dean Ball say today
23 that students are our primary contingent, but
24 students do not have the ability, nor do they
25 have the power to implement curriculum change

1 on this campus. They do not. There are no
2 students who have voting privileges in
3 change in curriculum on this campus, so tell
4 me, what is power; and tell me who are going
5 to empower students without giving them
6 voting privileges.

7 Meeting students doesn't do that.
8 Meeting students have left from sitting
9 around meetings with people around here are
10 so frustrated and so burned out that they
11 refuse to meet again.

12 Just to tell you what I am taking
13 about, the Provost said today, and has said
14 in other forums, that the administration is
15 willing to talk to students, to have open
16 conversation, to have civil dialogue, quote
17 unquote, open dialogue, but then when the
18 President set out to do that just a few days
19 ago, last week, last Wednesday, the President
20 first of all sent a letter to those students
21 saying we can have open dialogue, but we
22 cannot discuss items one through five, which
23 is to say that we can have open dialogue, but
24 we are going to decide upon which items that
25 dialogue will be open. That is not open

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1 dialogue. That is a contradictory statement.

2 MR. CHENEY: I will give you a chance
3 to comment, but we are about an hour behind
4 and I want to hear from Susan Sussman, the
5 Executor director of Human Rights.

6 MR. TAYLOR: I understand what Rodney
7 is saying, but I think there is also an
8 understanding of what the President did, and
9 I think you have to draw your own
10 conclusions, because there is a wider
11 interpretation there.

12 Just to take one of those issues that
13 Rodney alluded to had to do with the students
14 insistence, I believe the word they used
15 was demand, that the students who were
16 physically dismissed from the University be
17 reinstated and we are asking the President to
18 do that.

19 Now as it turns out the facts bears on
20 those students were dismissed for academic
21 reasons, and this issue has reverberated
22 through the corridors of this institution for
23 a number of months now, and when it first
24 reached my ears and former President George
25 Davis's ears, what was said to the student is

1 that these are individual matters.

2 If those students want to petition the
3 basis for their dismissal, there is a process
4 within the University by which that can go
5 forward.

6 Secondly, as administrator or faculty,
7 we are not allowed to discuss private student
8 matters within a group of students. Those
9 were personal and student issues that
10 belonged with that student in question.

11 Now Dean Ball can perhaps respond to
12 this, but to my knowledge neither the two
13 students in question has ever appealed their
14 academic dismissal, and until that process is
15 engaged, I don't think there is a wider and
16 certainly not in the forum being proposed.

17 So I think it's both intellectual and
18 personally honest for the President to say I
19 can't discuss matters with you. It would be
20 improper; and further, there is nothing he
21 could do.

22 MR. CHENEY: Thank you.

23 MR. HAND: Looking through here, I see a
24 number of courses, history, arts literature,
25 music, sociology, and theology, all sorts of

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1 things that appear to me to be multicultural.

2 Now I see a list of some of them say
3 they are offered alternate years, so I am not
4 sure although they are listed they are
5 offered at all.

6 I think it would help this panel a great
7 deal if we could sometime in the next few
8 weeks obtain a list of what courses of that
9 sort, the ones that may address religion that
10 is not western, or language or history or
11 anything else, which ones were offered last
12 fall or this spring and what the enrollment
13 is in each, and if there were any people
14 turned away; in other words, if any of these
15 class were full and there were others who
16 wished to take them and could not take them.
17 If you would provide that information, we
18 would much appreciate it.

19 MR. BALL: If I can say with regard to
20 the courses that are being involved, at this
21 point, we are going through a process. We
22 have a curriculum committee at this college
23 and there has been a sub-committee to review
24 these areas. There have been about two of
25 those courses that have gone through the

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subcommittee and are in the curriculum committee.

There have been about eleven courses that have been approved proffered by the Arts and Science faculty just a week ago. We fully expect that most of those --

MR. HAND: I am just interested in the ones that are listed in '91 and '92 and let's see where it goes. We are supposed to be talking about retention, and that seems to be implicit in what we are saying is somehow if we have greater diversity, we won't have serious tensions.

It's quite possible quite the contrary will occur, that increased diversity will enhance tensions, and so I guess what concerns me, does that mean if indeed there will be more enhanced tension that we want to diminish the University's commitment to cultural diversity, and I just know that because I know it's a very pertinent point.

MR. TAYLOR: Interesting proposition and I think on the face of it, your perspective is quite correct. As you introduce more and more change, there is

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going to be more and more tension.

I think as the President said, if you want to, it has to do with crops and plowing up the ground, you can't have a crop if you don't stir up the ground. That is why I said earlier there is a larger philosophical logical context. There are different perspectives on this panel of the same issues. As you notice with the students, there are perceptions as well as facts. We have problems of communication and making what our efforts are more visible to the total community and making the total community more aware.

(Continued on Page 110)

1 (An off-the-record discussion was held.)

2 MR. CHENEY: We will start with the
3 UVM faculty and Mary Jane Dickerson, who
4 teaches in the English Department.

5 MRS. DICKERSON: Thank you. I am on the
6 faculty of UVM and have been since 1966.
7 When Dalmas Taylow spoke to the history of
8 the struggle that has gone on at UVM it
9 brought home to me that I have been here --
10 I have been here through all of the documents
11 generated that Rodney Patterson listed and
12 have been here and I hope if have been a
13 part of the struggle and not part of the
14 problem.

15 I teach courses such as the African
16 American Literature. Every course that I
17 teach I am fortunate in that I can teach
18 writers who represent the broadest diversity
19 of voices in America literature.

20 Because I do so, it means that I have
21 the kind of contact with students and have
22 been a part of a lot that has gone on here,
23 and I can sympathize very much with Karl and
24 others who speak of their dissatisfaction and
25 how difficult it is to affect change.

1 I can say, and I have searched my heart
2 and my mind, and I can say that I believe
3 fully that without the student demonstrations
4 and activities of 1988, and without the more
5 painful demonstrations of the spring of 1991,
6 the changes that Howard Ball spoke of, the
7 more rapid changes, would never have taken
8 place; and I say that with shame.

9 In my second year as a teacher in UVM's
10 English Department, Martin Luther King was
11 assassinated, and in the turmoil that
12 followed I think many of us came of age in
13 the certain way that maybe we hadn't come of
14 age before.

15 For me, living in a state in which I
16 was around more white people than I had
17 ever been around in my whole life before, I
18 began fully to confront what it meant to be
19 white in our society. I had to learn to
20 question that.

21 I have been fortunate to be able to
22 question that in the context of probably
23 the most exciting body of literature
24 being produced by Americans today. I had to
25 come to terms with who I wanted to be and

1 what kind of a world I wanted to be a part
2 of; but in 1968, I think if I could have
3 anticipated such a hearing as the one being
4 conducted today, surely I would have brushed
5 such a possibility aside, because even in
6 Vermont, we should have learned how in the
7 interval from 1968 to 1992 to transform the
8 oppressive values in our society into
9 self-awareness and liberation from the
10 dehumanizing effects of racism.

11 But this semester, and I have just come
12 back from a year's Sabbatical, in a course
13 entitled "Literature of Black America," I
14 listened once again to students slipping into
15 "we" and "they" that is keeping them at a
16 distance from the voices speaking to them in
17 poetry and prose; and with only three
18 students of color in the class, it will take
19 another long semester for most students to
20 begin to enter into what it's like as Bell
21 Hooks describes it, to look both from the
22 outside in and from the insight out, focusing
23 attention on the center as well as on the
24 margin.

25 What I try to do in my courses is to

1 show, through various approaches in reading
2 and writing, how vital it is that we
3 understand what poet Audre Lorde's words mean
4 for each one of us, "We share a common
5 interest, survival, and it cannot be pursued
6 in isolation from others simply because
7 their differences make us uncomfortable."
8 Her simple words speak eloquently to what I
9 think is the most urgent issue testing U.S.
10 democracy. It's even worth the anger many
11 students on this campus have expressed in
12 their actions over the past year at the
13 University of Vermont.

14 At the risk of oversimplification, I
15 believe things have changed on this campus
16 during the last four years. I am speaking
17 just of the last four years. One incident
18 from the remote past twenty years ago, I was
19 asked if the course I teach in Black America
20 Literature should be considered as qualifying
21 as a course for the English major. I have
22 not been asked that for twenty years, so
23 that's progress.

24 I believe things have changed on this
25 campus during the last four years both for

1 the better and for the worst. Let me try to
2 explain.

3 First in the curriculum of a department
4 such an English there is improvement in
5 offering to reflect some beginning of
6 inclusion of African American, Native
7 American, Latino, Asian American, Chicano
8 and women, among others. Although there is
9 still a long way to go, especially with
10 reference to having enough faculty with the
11 necessary backgrounds for teaching these
12 writers, and for many of us, we don't have
13 the other languages we need. I need Spanish
14 desperately. I have people in my classes
15 who write in Spanish and in English and who
16 want to write the kind of papers they are
17 fully capable of writing need to be able to
18 combine the two, and I need to be better
19 able to help them do so.

20 There is beginning to be some attention
21 to those writing in English beyond the
22 British Commonwealth and North America.
23 Crossing boundaries has started and I predict
24 it will gain momentum and go far to change
25 what we do.

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Students will benefit and so will the faculty as we learn from new colleagues and continue important retraining among ourselves, and we need retraining.

Howard Ball and other spokes of that and we need of course new colleagues who can help us learn.

Also we now have a faculty member teaching African literatures and who brings a comparative approach to enrich our curriculum and our ongoing conversations. I think maybe one thing that faculty members can say is that most disciplines are undergoing tremendous changes and upheaval. The whole structure of knowledge are undergoing such vast changes, and those are all things we have to pay attention to.

Also members of the English Department have been active in the design and teaching of the one-credit Race and Culture course offered to the first-year students since the fall of 1989 and in the newly designed courses for the College of Arts and Sciences race and ethnicity requirement.

And finally, the one semester African

1 American literature course will be a two
2 semester course next year, which means we can
3 teach more of the writers we need to teach in
4 that basic survey course.

5 Curriculum changes do come slowly, at
6 they must if the changes are to represent
7 substantial improvement, but more has taken
8 place in the last four years than during the
9 previously twenty years. That is a hopeful
10 sign.

11 But I for one do not think much would
12 have happened if the students in '88 and
13 again in '91 had not been demonstrated their
14 serious disaffection with serious curriculum
15 gaps. Although I think a lot has happened,
16 it changes things, and recently as far as
17 curriculum I think it's just a beginning, and
18 I cannot stress that enough.

19 Secondly, along with some positive
20 curriculum development, students themselves
21 feel greater anger toward institutions
22 that have failed to make significant changes
23 earlier. Their anger has set up a
24 resistance among those who see slow change
25 as more desirable and more natural.

1 There are many of us who feel caught
2 between the two. Somehow the '80s have made
3 a difference in perception of a certain field
4 of progress that marked the turbulence of the
5 '60s and it's aftermath in the '70s and
6 specifically here as part of the
7 instructional team in UVM's Summer Enrichment
8 Program for about fourteen years. This is a
9 program that still exists, that brings
10 incoming first-year students from Vermont and
11 elsewhere to the campus, incoming students of
12 color, to take courses and to have some head
13 start on their University experience.

14 I remember the keen sense of
15 participating in something important that I
16 know all of us felt and that those incoming
17 rural Vermonters and students of color took
18 with them into the classroom and an active
19 campus life, because these students were very
20 active on campus. Maybe changes in
21 attitude, from openness and hope to reserve
22 and hostility reflect wider shifts in the
23 culture.

24 Just two quick things. On Monday, last
25 Monday, one of the students read a brief

1 excerpt from a speech given by a person, a
2 Clanspersons. I think I can say Clansman
3 without offending. She read that excerpt to
4 us and this was in 1890, the speech was made,
5 and it sounded so familiar, it could have
6 been off the CBS Evening News from one of our
7 candidates for president and maybe two. So
8 it was uncanny how things do not seem to have
9 changed enough.

10 Another person read some speeches from
11 certain activists, among them Sojourner
12 Truth and Francis W.E. Hart with others, and
13 and these were as timely as if they have been
14 spoken yesterday.

15 That made me go back and look at things
16 that I do, and I go to James Baldwin a lot
17 these days. I just want to leave with one
18 of his works, an excerpt from "The Fire Next
19 Time." "What it comes to is that if we who
20 can scarcely be considered a white nation
21 persists in thinking of ourselves as one,
22 we condemn ourselves with the truly white
23 nations to sterility and decay, whereas if we
24 could accept ourselves as we are, we might
25 bring new life to the western achievements

1 and transform them." Thank you.

2 MR. CHENEY: Thank you. Mr. Shiman.

3 MR. SHIMAN:. It's always hard to
4 follow Mary Jane. I am co-chair of a
5 Coalition for Institutional Diversity at the
6 University, with Rodney Patterson, and I
7 wanted to talk just a little bit about the
8 coalition and some of the things it is
9 aiming to do and some of the frustrations
10 I have about this, because I see a
11 greater consciousness on campus and a
12 pocket of concern about these issues; but I
13 am not convinced about institutional
14 commitment yet by administration, faculty or
15 students, in any of those three areas.

16 The coalition is made up of faculty,
17 students and staff and it grew out of the
18 occupation of last spring. It has taken
19 various forms, the history I don't need to
20 go into, but it's charged with developing
21 an institutional plan for promoting
22 diversity on this campus, and I think it's
23 an incredible challenge, on how to
24 change essentially a white university with
25 essentially Euro-secular curriculum in a

1 heavily white state to a multicultural
2 institution.

3 In a time of severe economic crisis, I
4 think it's going to be an enormous challenge
5 and I'm not sure it's going to happen in the
6 next two or three years. I think we have
7 seen steps in the right direction. We
8 have seen new courses, et cetera, but I look
9 at multiculturalism and I see it as learning
10 about each other; learning with each other
11 and learning from each other, and I see the
12 courses as learning about each other; and I
13 think that's important.

14 I think we need the recruitment. We
15 need the effort to retain more, to ensure
16 that there is more learning with each other
17 and learning from each other, again involving
18 recruitment of faculty as well as staff from
19 whom we all can learn.

20 Those are going very, very slowly at
21 this institution. If you look at the pieces
22 being proposed, we are talking about new
23 courses. We are talking about ethnic
24 studies program, which would be an academic
25 minor at this time, if it gets into place,

1 and we are talking about some areas of
2 recruitment and faculty, students and staff.

3 I think those are nice and I think they
4 are all really important, but just to take, I
5 am commenting on the curriculum part and
6 that's all, since I know we have a really
7 right schedule.

8 In the new courses and even in ethnic
9 studies program have the danger of creating
10 academic ghettos, where we have people -- the
11 University and faculty can say we have those
12 courses, we have that little program over
13 there, therefore I don't need to worry about
14 what I do. I think the real challenge to
15 this University, and I'm not sure from
16 talking with a lot of faculty, the faculty,
17 or a lot of them are really willing to
18 embrace the challenge, how to infuse
19 multiculturalism into the curriculum, not with
20 just a new course with or without a program,
21 but voluntarily take the challenge to look at
22 my courses and to see to what degree I am
23 drawing on women writers or women
24 perspectives or feminists or African American
25 perspectives or Latino or whoever it might be

1 in a particular course, and I have to be able
2 to accept that challenge without hiding
3 behind this barrier of running up a flag of
4 academic freedom and say, what right do you
5 have to raise any question about what I do.

6 The problem is even in the raising of
7 the questions is seen as academic freedom,
8 and it should be an engagement of people in
9 dialogue, but it's seen as an infringement on
10 something that has been a sacred right, and I
11 think we need to examine that; and I am not
12 sure a lot of my colleagues are willing to.

13 To me that is one of the greatest
14 challenges and the challenge of how to do
15 this at a time when we are talking about
16 efficiency and we are talking a lot about
17 excellence, and we talking about strategic
18 planning, as Rodney commended, but equity
19 and justice aren't words that are part of
20 the planning documents and they should be.
21 Unless they are built into those documents,
22 we might have an institution that is
23 efficient and excellent by a narrow
24 definition, but it won't be serving the
25 world in which we all live. Thank you.

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MR. CHENEY: Thank you. Dean
Way.

MR. WAY: I am filling in for another
professor, so I don't have any prepared
comments, but I would say to say that I
am a professor of natural resources. I have
been here about three years. I came from
the University of Washington serving on the
faculty there. I have lived in five cities.
I have lived in and around Boston, New Haven,
New York City, Philadelphia and Seattle,
Washington, and this is the fifth academic
institution I have come into contact with.

I would just like to say right
off-the-bat that I think this a good place
to live. The greater subject is perhaps
Vermont, and I am coming here to Vermont with
my family. I have two small children in
school, in the Shelburne School District, and
beyond what everyone has said I do think this
is a good place to live for an Asian Minority
I am just speaking for that term, having
haven't experienced a lot of discrimination.

I have to admit that my children have
been taunted at school and that is an

1 area of concern, but they have never been
2 physically harmed or threatened in any way.
3 Their being different is part of who they
4 are, and they will learn the same lesson one
5 learns as a child.

6 I was brought up in this country, so the
7 makeup of this forum to me suggested that
8 perhaps the University was on trial here.

9 I was wondering whether this was really
10 the subject or if there was a broader subject
11 and that is why I made those few comments in
12 the beginning.

13 I think it's healthy for the University
14 to be trial. It gets pushed a little bit.
15 on the other hand I think really perhaps part
16 of what we are talking about here is society
17 being on trial, and if we are asked the
18 question, is society unsympathetic in Vermont
19 to the issues of my quote individual living
20 in this area, I would say, sure, definitely.

21 Is the University part of that society?
22 Certainly. The University is made up of
23 those people who come from the society. In
24 that respect I think that solving the
25 problems, the racial tensions and increasing

1 racial tensions by focusing go on the
2 University and say, University, you need to
3 clean up its equity, it certainly needs to
4 do.

5 From my perspective is it missing part
6 of the whole story. That if society wants
7 to change the way it deals with people who
8 are in the minority, it needs to start with
9 respect to the whole society, and I would
10 just like to offer that we can't forget the
11 elementary and the middle school and high
12 schools in this country as a starting place
13 for trying to solve some of our racial
14 tensions that are exhibited in universities.

15 One of the students who was working for
16 me in this past fall was one of the students
17 who threw a bottle through the window at
18 Diversity University early on while it was
19 still standing. Did UVM make them do that?
20 I would say certainly not. It was a
21 freshman; a freshman Vermonter, caught up in
22 something he really didn't understand, and he
23 was under the influence of alcohol at the
24 time, and that probably confused the issues
25 for him. I don't think the University made

1 him do that. I don't think what they taught
2 him at the University made him do that. I
3 think society made him do that and that's the
4 society they need to address.

5 The question is asked is UVM a racist
6 institution? I guess UVM is many things.
7 It's not a single entity. There are
8 certainly racists in University.

9 Is the administration actively racist?
10 I would suggest no. It is passive. Is
11 there such a thing as differentiation between
12 passive and active racism, in other words,
13 the tolerance of racism? Probably so.
14 Because the sensitivity to minority issues
15 from a majority person is very difficult to
16 have.

17 I think the way the University has
18 changed in the past few years is indicative
19 of the commitment or at least a partial
20 commitment to address that by introducing
21 people into positions of control who have a
22 different, who have the perspective to know
23 how to make a difference.

24 I think it's really a difficult task and
25 I think it's a challenge that is going to be

1 very hard for the University to come through
2 in the next few years, but I think it will
3 eventually changed.

4 I agree with Mary Jane completely, it's
5 really the students who generated this need
6 to change. One of the issues I am sure is
7 close to her heart. If in fact the student
8 can effect positive change, who do you deal
9 with with that. It's been dealt with very
10 strictly in this University.

11 For myself, I am a product of that
12 change. I didn't realize it at that time.
13 I have degrees from Harvard and from Yale,
14 and I was recruited from the faculty of the
15 University of Washington to come here; and at
16 that time I thought this was just a regular
17 job and I was coming here to teach at the
18 School of Natural Resources. It was only
19 until I got here that I found out that the
20 University is actively recruiting minority
21 people and the idea of being here because of
22 the color of my skin frankly was not much
23 fun. I didn't appreciate that.

24 If I was here because of my
25 qualifications, that would be fine; but the

1 idea that this recruiting activity somehow
2 singled me out as being different wasn't
3 really very satisfying in my eyes; on the
4 other hand I am in complete support of doing
5 that because I think that is how we get
6 change.

7 So it's difficult, and I think that the
8 efforts that are taking place now are
9 sincere efforts to try to change things, and
10 I guess I am pleased to be here at this
11 University, and I think it's a good
12 University, and I think it will eventually
13 work itself through some of the problems that
14 are occurring.

15 I just would wish it wouldn't be at such
16 a cost to the students, because the students
17 are really paying the price of the University
18 education, of educating the University
19 relative to those issues. Thank you

20 MR. CHENEY: Thank you, very much. Any
21 questions from the panel?

22 MR. DIAMOND: Dean, I want to ask you a
23 question in terms of expectation, because you
24 raised the question of the University being
25 on trial, is Middlebury College on trial?

1 This is the education system. Aren't we
2 really just suffering the results of the
3 same problems that society in general is
4 suffering in not dealing with it very well?

5 My question to you is, is that really
6 true? Is the University no different than
7 society or do we not have expectations a
8 little bit greater at the University and
9 think that the academic community will
10 respond quicker and deal with the problems
11 quicker than society as a whole, in a better
12 way than society as a whole, with initiatives
13 and thought processes that society may not be
14 yet ready to deal with, because of its
15 cumbersome political system? Is there an
16 expectation that is legitimate or is in fact
17 the University system itself so encumbered by
18 its own political system that we really can't
19 expect that kind of leadership in the
20 academic world that maybe some of us thought
21 should be here?

22 MR. WAY: My own personal view, I think
23 the University is obligated to be in a
24 leadership position, absolutely. I would
25 say any other institution, in looking at

1 itself, is also obligated to be in a
2 leadership position; but given the types of
3 things the University says they want to do, I
4 would agree that it really should be in a
5 leadership position.

6 I guess maybe part of my comments
7 earlier really try to address trying to
8 separate the social issues from the things
9 the University could really do something
10 with.

11 I think the student enthusiasm and
12 perseverance in going through this is just
13 amazing, but many times attributing some
14 problem to the University that didn't have
15 anything to do with the problem and the
16 University wasn't involved in and of itself,
17 sort of unfairly puts the university in a
18 bad, bad light, but I don't want to
19 de-emphasize that the University should and
20 can take a leadership role in this issue.

21 MR. CHENEY: Thank you all for offering
22 your remarks and glad that you were here.

23 (An off-the-record discussion was held.)

24 MR. CHENEY: Ita Brown.

25 MS. BROWN: My name is Ita Brown. I

1 was born in Puerto Rico and live there in the
2 island for twenty years. I am not sure if
3 everyone here knows, but Puerto Ricans are
4 born American citizens but are considered a
5 minority. Most Puerto Ricans are
6 dark-skinned and have black hair. Not like
7 me, who as a kid had red hair, white skin and
8 freckles.

9 In my school they used to call me
10 Cheeto, because of my red hair. It never
11 really bothered me because I was the best
12 volleyball player the high school had and we
13 were number one in our league; as I was third
14 in the Caribbean in the breast stroke, so it
15 really never bothered me.

16 When I moved to New Hampshire in the
17 '80s, to finish my Bachelor's Degree, I
18 chose a college that had only two thousand
19 students so I wouldn't get lost. There were
20 very few minority in New Hampshire College.
21 I don't ever recall being discriminated
22 against.

23 In 1984 I came to Vermont. I was
24 interviewed. I wanted one of the departments
25 here at the University of Vermont and was

1 hired. The only discrimination I felt
2 there was a time when my professor expected
3 me to correct, to have all the correct
4 spellings in all of his correspondence. I
5 just told him English is my second language,
6 and I was smarter than him because I knew two
7 languages and he only knew one.

8 I knew then he could not spell even
9 though he was not a minority and had a
10 Master's Degree in English as was his first
11 language, so he was the one with the
12 disadvantage.

13 In '89 I started working in the office
14 next to the lounge. During the Waterman
15 takeover I felt threatened by the minority
16 students who took over the wing and by the
17 ones who were in the lounge.

18 I couldn't understand Spanish
19 conversation that went on between them as
20 to what they wanted to do, and it was very,
21 very scary.

22 I remember one day sitting in my office
23 when my supervisor and I heard a person say,
24 let's use the bomb, and a little while later
25 there was an insect bomb that went off in

1 front of 109 South Prospect where the
2 administration was at the time of the
3 takeover.

4 Another time during the takeover, I
5 remember a lady coming into our office
6 to ask us if a package had been delivered
7 to our office. Nothing crossed my mind, but
8 my supervisor asked the person, is there
9 something we should worry about, and the lady
10 told her, well, maybe. From this we
11 determined that there probably had been a
12 bomb threat here in the building so we closed
13 the office and left. We took that as a
14 disruption to our office work that day.

15 I believe that the hate speech on this
16 campus is the result of a few unhappy
17 minority students stirring the waters.
18 Minority students I know told me that other
19 minority students were pressuring them to do
20 the things the others were doing.

21 I believe that groups on campus have
22 a commitment to do everything possible to
23 bring minorities on campus and give the
24 minority student a fair and equal chance as
25 the other have. I don't believe anyone

1 should get more because we are minority.

2 I feel minorities often discriminate
3 against other minorities by assuming that
4 because our skin is white, we are not a
5 minority. Well, my skin is white and I am a
6 minority and I felt they were discriminating
7 against me.

8 There were signs put around with the
9 word, Whitey. I don't want to say the word,
10 but -- now I work with one of the three
11 different groups on campus that advise the
12 administration, and I have learned that it
13 takes a long time for a small change to be
14 implemented here at the University of
15 Vermont.

16 I tell you this today because I truly
17 believe that the achievism I have
18 accomplished in my life as a human being have
19 been as a result of a strong character that
20 has stood and will stand up for what I
21 believe. I believe a human being can
22 achieve in his or her mind whether or not
23 regardless of the color of our skin. That's
24 all I have to say. Thank you.

25 MR. CHENEY: Thank you. John Hedin.

1 MR. HEDIN: My name is John Trygve
2 Hedin. I am of Scandinavian ethnicity, part
3 Norwegian and part Swedish, but I represent
4 both Nordic types. One Nordic type is blond,
5 tall, fair, blue-eyed and long of face
6 and skull; and the other is shorter,
7 dark-complexioned, dark-haired, brown-eyed,
8 broad-faced and round of skull. Obviously
9 I am not blond, but I have a long skull and
10 dark hair and dark eyes and I am tall.

11 I was frequently taunted as a child in
12 the neighborhood where I grew up and I was
13 called "Squarehead," which didn't bother me
14 too much because I associated it with the
15 square sails on Viking ships and I was kind
16 of proud of that heritage. When I moved to
17 another part of the state, the shape of my
18 head drastically set me apart from all other
19 children. "Football head" became my
20 nickname. I felt shame. I was treated like
21 a freak. Since that time, my head has filled
22 out so it's merely large, but there was an
23 emptiness inside that I will get to a little
24 later on.

25 I wanted in school to be like the other

1 children. Unfortunately I did become like
2 that in taunting others, especially Polish,
3 Jewish and other children in the
4 neighborhood.

5 I learned to judge by appearances having
6 lived in a basement apartment in the city
7 and in poorer areas of several towns. I also
8 experienced the prejudice of class. Being a
9 scrawny, pimple-faced kid only added to my
10 lack of self-esteem.

11 Everyone with the name John has
12 experienced bathroom jokes; but when your
13 last name is mispronounced "Head in," then
14 you learn at an early age what fighting words
15 are. It gets really sad.

16 I share this with you to make at least
17 three points. First, by all appearances I
18 am a white Anglo-Saxon Protestant male. In
19 today's society that makes me fair game for
20 the enmity of so many other people.
21 Empowered, a radical element of these
22 oppressed people will use the words that hurt
23 the most: bigot, racist, supremacist being
24 among them.

25 When they use these words, they say they

1 hate, they become what they hate.

2 When students took over the President's
3 wing of this buildings, they had many
4 messages that were long overdue, but the one
5 that came close, heard loudest, was a message
6 on a banner that said, "F-U-C-K You Whitey."
7 The sword of prejudice is sharp no matter who
8 wields it.

9 Second: I am animated by something
10 greater than chemistry. Regardless of what
11 the ACLU says, every living human being is
12 first and foremost a spiritual entity. We
13 are dependent upon each other for our
14 evolution out of evil, and that evil includes
15 racial and religious bigotry.

16 We are answerable to our individual and
17 collective souls for the harm we do each
18 other. For too long in my life I was
19 ignorant of this. I make this point because
20 we have taken more than the word "God" and
21 the concept of "God" out of public education.
22 And I do agree that secular religious
23 preference has no place in public schools,
24 but we have stopped teaching our children
25 about spiritual values, regardless of their

1 religion any religion, or no religion.

2 To deny spirituality is to deny reality.
3 Therefore we look at each other as bodies and
4 we see differences that we can ridicule, fear
5 and hate. Instead we should look at each
6 other as spirits and see our same ness so
7 that we can show compassion, comfort and
8 love.

9 Third: The source of tension on this
10 campus is ignorance. Ignorance by the
11 professor who turned when two custodians
12 entered his class and he called them Daryl
13 and Daryl. Ignorance by the protesting
14 student who demans respect while treating
15 others with contempt. Ignorance by anyone,
16 of any background, who is self-righteous
17 enough to be self-righteous.

18 Only through life-long education of the
19 spirit, as well as of the mind and body, can
20 we eliminate the inferior thoughts that
21 foster racial and religious bigotry.

22 MR. CHENEY: Thank you. Kathleen Ford.

23 MS. FORD: When I was asked to be on
24 this panel, I wasn't sure in what capacity.
25 The capacity I have chosen to address would

1 be that is the concerns of international
2 students. I am Interim Director of UVM
3 International Educational Services on campus,
4 and the actual students have not been
5 mentioned much this morning so I wanted to
6 make a few points in terms of daily
7 interaction with students, what some of the
8 concerns are in the larger races or cultural
9 diversity issue.

10 First of all when someone is called a
11 nigger no one asked to see their passport,
12 so students of color include students from
13 the Continent of Africa and the Continent
14 of Asia and many places of the world, and so
15 international students not necessarily having
16 the same sense of entitlement oftentimes will
17 gear the racist attitude toward them silently
18 or may share it with a trusted individual, so
19 international students on campus have been
20 the subject of racist acts.

21 Something else I think we need to keep
22 in mind is that what happens in the greater
23 society we are talking about and even the
24 world affect our international students on
25 campus.

1 Two examples of that would be a Japanese
2 graduate student here has been on campus for
3 four years without any instance of
4 discrimination or racism. In December she
5 was walking across the college campus and
6 had rotten eggs thrown at her.

7 We have an Iraqi student on campus who
8 for whatever reason was very defensive about
9 his homeland and in support of Saddam Hussein
10 and Iraqi's entitlement to Kuwait, having
11 been outspoken, has received threatening
12 calls, basically saying, if I knew where to
13 find you, I would take my gun and come and
14 shoot you.

15 So international students for political
16 reasons and for reasons of racism are often
17 the topic of racism in more subtle will ways.

18 I hear oftentimes international students
19 say that we are outsiders. I am not being
20 let in. I walk through a certain building
21 on campus, I walk through Votey building and
22 I am hearing, take this class, but I never
23 really am able to get inside. I never
24 become an insider.

25 So those are some of the comments I

1 wanted to share that have come and continue
2 to come from international students on
3 campus.

4 I wanted to comment, and I will be
5 brief, in terms of some of the subjects areas
6 that have been covered this morning. One is
7 the area of curriculum and when we hear
8 people talk about curriculum, it sounds as
9 though we are hearing people talk about
10 including or expanding the curriculum for
11 people of color as opposed to saying we need
12 to expand the curriculum because we want to
13 give everyone a truthful education.
14 Expanding the curriculum or offering ethnic
15 studies isn't just for people of color on our
16 campus. It is so we all the chance of
17 having a comprehensive education.

18 We are hearing about recruiting and
19 retaining, and I think we see part of that as
20 retaining, that we have a history of actually
21 recuiting students, faculty members and staff
22 members. What really needs to be looked at
23 is how long do we have to retain those
24 individuals, and that leads me to the
25 question of the campus climate, which is an

1 intangible, something that we really need to
2 focus on.

3 I can approach campus climate from a lot
4 of different aspects. I can recite one is
5 sitting in this room. Everytime I come into
6 this room, many of the most important
7 meetings on campus are held in this room. I
8 look at the pictures on the wall and every
9 picture on the wall is a male, and it's a
10 white male, and it's generally an older white
11 male, and it does not reflect students. It
12 does not reflect women. It does not reflect
13 people of color. It does not reflect people
14 that are different or disabled; and everytime
15 I sit in this room to discuss these issues, I
16 am struck by the pictures on the wall and the
17 busts I am supposed to look at, who are
18 supposed to be my mentors and my examples.

19 Here is a real concrete place where we
20 can change the campus climate, by making this
21 room more reflective of the diversity we so
22 gravely seek on this campus.

23 Two more things, and they are equally
24 important. We hear about the students
25 having raised this issues again, and again,

1 and are continually being punished for having
2 raised this issue. If we are serious about
3 moving forward, we need to drop the charges
4 against students. We need to wipe the slate
5 clean, and say, let's sit down as equal
6 partners and start talking about this issue.
7 While the charges against students are
8 remaining, the polarization that exists will
9 also remain.

10 The third and my final point, as a recap
11 of what I have heard all morning, is that we
12 continue to talk about plans and dialogue;
13 and I think plans and dialogue are ongoing
14 processes, but unless we see concrete
15 implementation, people are going to be
16 continually discouraged about more dialogue
17 and more planning.

18 The implementation of things that we
19 know need to happen, need to have started
20 twenty years ago. Those are my issues.

21 MR. CHENEY: Thank you, very much.
22 Enrique Peredo.

23 MR. PEREDO: When I was asked to speak
24 on this panel about my experiences as a
25 person of color and as a person from Guam

1 employed here, I was concerned about how safe
2 this environment was and about whether or not
3 being more visible made it more difficult to
4 maintain a good working environment.

5 After thinking about it for a couple of
6 days I realized that I simply wish to relate
7 my experiences, and what sometimes makes it
8 difficult to embrace my own rich cultural
9 background.

10 I cannot pretend that I have not had
11 racially prejudice remarks directed at me, so
12 I choose to relate to you here the kind of
13 comments that I have been privy to be at the
14 receiving end. I will also preface my
15 remarks by saying that most of these comments
16 have occurred since the occupation of the
17 President's wing last April.

18 The diversity comments have occurred in
19 a classroom. As an employee also sign up
20 for classes periodically. As we awaited the
21 late arrival of the instructor, this was
22 during the takeover, there was a lively
23 discussion going on about UVM's role as a
24 educational institution.

25 I was an observer until one of the

1 students turned it me and said, "What are
2 you? What do you think about all of this?"
3 What are you, as if through my ethnicity made
4 me less than human. My response to the
5 question was, "What do you mean, what am I? I
6 am from Guam." Their remarks changed to,
7 again from the same student, "Well, that's a
8 different country altogether and you will
9 gone after your education." My response was
10 that Guam was a U.S. Territory and I am a
11 U.S. citizen; and I am also employed by UVM
12 and I choose to live in Vermont. The
13 discussion ended.

14 Since then I have been called "A damn
15 foreigner" by a person in a moving vehicle.
16 I have had two men mimic a conversation in
17 Chinese on a public street in Burlington. I
18 have been in an organizational sit-in where
19 some recognized I was a person of color and
20 proceeded to discount me because I was too
21 assimilated and therefore didn't count; as if
22 I failed to test that stereotypically as a
23 person of color.

24 There is also a fashion in which Press
25 remarks are made by members of this campus

1 from the panel? Thank you.

2 MS. DeChile: I am a faculty member of
3 Middlebury College and I am in the Spanish
4 Department, and I have been at Middlebury
5 for sixteen years; and I would like to
6 address my few comments as a faculty member.

7 It is my feeling that Middlebury has
8 been successful in attracting students of
9 color to the college community, particularly
10 when one compares the situation at Middlebury
11 now as to sixteen years ago, when I first
12 started teaching there; however it has been
13 slow in recruiting Latino students. Most of
14 the emphasis and energy of Middlebury College
15 in this regard has been oriented toward
16 African American students. The time has
17 come for Latino students to receive the
18 similar kind of attention, even though you do
19 notice the presence of a few Latino students
20 on campus, in the last four or five years,
21 their number is very small.

22 In addition the retention of those
23 students has also been a problem. Over half
24 of the Latino students which started three
25 years ago have left Middlebury.

1 that is much more subtle and conveniently
2 used to publicize activities of the student
3 demonstrators as a vehicle to put the point
4 across.

5 These remarks are hurtful in the sense
6 they exclude me as a person who struggles in
7 my own way to promote the acceptance of all
8 people on this campus and in my community.

9 It continually makes the point clear
10 that if I choose to make the choice not to
11 embrace my own cultural background and accept
12 that to be white, however that is designed, I
13 can find myself a place that exempts me from
14 being unwelcome to Vermont.

15 I deduce from these substantive remarks
16 that because I don't have an accent that is
17 necessarily considered foreign or because the
18 color of my skin isn't dark enough, that I
19 somehow should not experience these remarks
20 as prejudicial against me, even if I clearly
21 know that my own cultural background is not
22 commonly American, yes, I do feel unwelcome
23 on this campus and this community; and yes,
24 it hurts.

25 MR. CHENEY: Thank you. Any questions

1 My recommendation would thus be as
2 follows: Number One; be more aggressive in
3 the recruitment of Latino students. I would
4 suggest to recruit in areas of large Latino
5 possible population like Los Angeles, the
6 southwestern states and New York.

7 Given our lack of Latino alumini, which
8 could help us in this regard, I would suggest
9 that admissions of the officers as well as
10 faculty members be sent to various high
11 schools in these areas to talk to high school
12 students.

13 Two: Establish support programs for
14 these students once they arrive to Middlebury
15 College. The addition of this personnel
16 should be qualified to work with Latino
17 students.

18 Three: Hire an official committee chosen
19 by the faculty to deal with matters of
20 faculty and curriculum development in areas
21 of minority.

22 Currently there is only one ad hoc
23 committee dealing with this issues. Even
24 though its members do have very good
25 intentions and a lot of goodwill, they have

1 very little power, if any, to recognize
2 faculty committee could thus require the
3 department in the humanities and in the
4 social sciences especially to offer courses
5 in the areas of minority issues.

6 It could also require chairs of the
7 various departments to hire new faculty who
8 could teach courses in these areas.

9 Four: Develop an atmosphere inducive to
10 faculty development in areas of minorities.
11 These could be then in a variety of ways.

12 First, it could give current faculty
13 time off, the equivalent of one course for
14 example, to prepare courses in minority
15 issues.

16 B: Support summer projects for faculty
17 to prepare courses in this area.

18 C: Change the rules of promotion and
19 tenure of faculty, so that retraining our
20 teachers and teaching courses in areas of
21 minority issues count toward promotion and
22 tenure.

23 D: Raise conscienciousness among the
24 faculty and college at large regarding these
25 issues. This could be done for example by

1 inviting lecture speakers to talk about
2 topics dealing with minority issues on a
3 regular basis, and two, call regular seminars
4 for faculty and staff dealing with issues of
5 minority.

6 In sum, even though I feel that
7 Middlebury College has moved positively in
8 the area of attracting students of color and
9 faculty of color and offering a few courses,
10 it is my feeling that it has been slow in the
11 process of doing so. Much more needs to be
12 done, particularly in the recruitment of
13 Latino students.

14 MR. CHENEY: Thank you, very much.
15 Rudolf Haerle.

16 MR. HAERLE: I am Rudolf K. Haerle, Jr.
17 with the Department of Sociology; and we are
18 going to run a little out of order, so some
19 of my comments may be introductory than
20 some of what Ms. DiChile said.

21 In late April of 1968 following the
22 assassination of Dr. Martin Luther King, Jr.
23 the then President of Middlebury College,
24 James I Armstrong appointed a special
25 committee later referred to as the King

1 Committee to address certain issues and I
2 quote from his letter. "To make
3 recommendations to the President on the
4 role of Middlebury College in the national
5 efforts, number one, to seek remedies for the
6 grievous problems of our society of the urban
7 ghetto, poverty and racist discrimination;
8 and number two, to support and strengthen the
9 pre-eminence of non-violence as the most
10 moral, practical means to the desired end."

11 At that time President Armstrong
12 suggested certain issues that might be
13 addressed or studied by this committee,
14 including curricular offerings, admissions
15 procedures, student involvement through
16 student organizations, exchange programs, and
17 general funding programs.

18 I might add parenthetically that the
19 cloud of financial limitations as hovered
20 over these and all of our subsequent
21 deliberations at Middlebury, and I am sure
22 they have here at UVM.

23 In its general report of January 1969
24 the King Committee took these general
25 guidelines and came up with several

1 recommendations, including many of the kind
2 of issues that I am sure you have dealt with
3 here at the University of Vermont.

4 The minorities or appointment of persons
5 of color to staff position, I feel it's
6 necessary to comment on the different terms
7 that we use, historically, so I may mix up
8 and use terms that were more relevant to the
9 '60s.

10 Expansion of recruitment of
11 disadvantaged students and there was a
12 particular discussion about trying to open up
13 admissions to more risk, so-called risk
14 students, risk admissions; expanding
15 financial aid funds for the disadvantaged,
16 a term that was used then; implementing
17 curricular reform, adding course materials
18 that would deal with minority issues.

19 There was a particular program that was
20 developed by students at that time, it was
21 called Y.O.U. It stood for Youth Opportunity
22 for Understanding, and that that program
23 really was at the initiative of students,
24 and what they did was essentially set up a
25 summer camp-like program for young teenagers

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from the ghetto to come to Middlebury,
Vermont and participate in a program that was
both academic as well as social, and that ran
for about five or six years, largely due to
the initiative of the originators; and then
that initiative, that enthusiasm finally died
out after the original people left, and it
was hard to carry that on as is often true
of program like that. The college was
supportive of that program.

There was also a need to set up a summer
program. We have called it the
Pre-enrollment Program. It has been in
existence about three weeks prior to the
beginning of school, to have minority
students and others who had, any other
students who had potential academic
deficiencies, to have them come in early for
a so-called remedial program. At times that
program has been directed only toward
minority students and other times it has been
opened up to all students who have
demonstrated that need or potentially thought
to have that need.

There was also concern about increasing

1 the activity on faculty recruitment, of
2 minority faculty recruitment.

3 These recommendations have had a
4 checkered history at Middlebury. In July of
5 1981, then President Olin Robinson convened
6 an ad hoc committee on minority concerns,
7 later termed the Twilight Committee in memory
8 of Alexander Twilight, who was Middlebury's
9 first black graduate in the 1820s. The
10 purpose of the Twilight Committee was to
11 evaluate what had taken place in the interim
12 from the King Committee, to check out the
13 progress of the college and to make further
14 recommendations where warranted. As might
15 be expected the outcome of those
16 recommendations were mixed.

17 Improvements were noticed in the follow
18 areas: There were appointments to several
19 staff position, appointments of minority
20 individuals to several staff positions.
21 There was the hiring of an individual to be
22 active in the recruitment of minority
23 students in the admissions office. There
24 were improvements in changes in the student
25 recruiting procedures, part in line with what

1 my colleague recommended, in sending
2 admissions counselors to schools where there
3 were predominantly minority students.

4 There was an increase in financial aid
5 made available to students, and this
6 so-called Pre-enrollment Program, the three-
7 week program, prior to the beginning of
8 school was set up and has operated since,
9 although it has changed off and on.

10 I should comments that of all of those
11 areas of improvement there were a lot of fits
12 and starts there. It wasn't always an
13 increase in improvement, but a lot of ups and
14 downs.

15 At the same time in the Twilight
16 Committee report there were several areas
17 where some progress had taken place far from
18 a satisfactory level of improvement. That
19 included the recruitment and retention of
20 minority faculty, and I should emphasize size
21 retention as was mentioned here earlier in
22 one of the other panels; also the retention
23 of minority students. I think the admissions
24 office has been successful in recruiting
25 minority students, but we do have a problem

1 with retention.

2 There have been many curricular changes,
3 but I think there are still many more that
4 are needed; and the area of student life
5 became more and more important as we began to
6 getting increasing numbers of minority
7 students, the whole issue of a supportive
8 social community became more and more of an
9 issue, so there was need for more activity
10 in that area.

11 So as a result several additional
12 recommendations were made by the Twilight
13 Committee regarding particularly student
14 recruitment and financial aid, minority
15 faculty recruitment, the Pre-enrollment
16 Program, curriculum, student life and also
17 minority alumni, a new kind of addition to
18 the agendas. Many of the same issues were
19 still on the agenda, more effort was deemed
20 necessary.

21 In my judgment based on almost thirty
22 years at Middlebury the college has made
23 significant progress in achieving its goals,
24 but at the same time there is much to be
25 done, much more to be done. It may sound

1 paradoxical or contradictory, but it seems to
2 me that there has been tremendous changes.

3 I have been there thirty years and I
4 have seen tremendous change, and yet we have
5 barely begun.

6 I hope you understand the distinction I
7 am trying to make there. It's a difficult
8 one to deal with and to be clear about.

9 From my experience the ingredients of
10 successful change that we have had at
11 Middlebury has involved the following kind of
12 ingredients.

13 You must have commitment and leadership
14 from the top. When I say the top, I mean
15 the Board of Trustees and the President, and
16 the top administrators. I think you have to
17 have very carefully and clearly focused
18 objectives. Sometimes those objectives may
19 be fairly narrow and specific, so they may
20 not satisfy certain constituents.

21 I think that those objectives need to be
22 the result of a wide consultation. These are
23 all things that we hear all the time, but
24 it's true. I think that consultation will
25 include not only the traditional groups of

1 faculty, staff, students and administration,
2 and so forth; but also a alumni groups,
3 perhaps people from the outside.

4 Middlebury has on both a formal and on
5 an informal basis gotten people to come from
6 the outside as sort of informal consultants,
7 and they have had very strong input and have
8 been very helpful to us.

9 In that line, I would emphasize the
10 importance and the distinction between
11 formal channels of communication and informal
12 channels of communication.

13 The group that Ms. DeChile just
14 mentioned a moment ago of faculty and staff,
15 it is a kind of an ad hoc group that has
16 been active on the campus, soliciting
17 information and talking about students and
18 bringing in people from the outside, getting
19 ideas and passing those ideas on to the
20 administration in the form of I guess
21 informal recommendations that has been I
22 think relatively successful, and I stress
23 relatively successful.

24 I think it's also important to have
25 initiative and support from all levels. One

1 of your UVM panel members commented on the
2 importance of student initiative, and I think
3 that has been very important at Middlebury.

4 And then finally of course having money
5 and resources, which is always a major
6 problem, difficult but priorities must be
7 established.

8 It seems to me over time that Middlebury
9 has been reactive and has just reacted to
10 situations, and at other times I think the
11 college has taken the initiative. It's a
12 mix, and there is still much more to be
13 done.

14 MR. CHENEY: Thank you. Mr. Wyatt.

15 MR. WYATT: I am a member of the History
16 Department. I am also the Chair of the
17 Social Sciences Division. I have been at
18 Middlebury approaching six years.

19 Picking up on my colleague, Rudy
20 Haerle's remarks, I would like to talk about
21 the curriculum at Middlebury.

22 While those of us who are members of
23 small private Liberal Arts institutions are
24 usually painfully aware of the detriment and
25 also the peculiar advantages of being at

1 these places, there are still some other
2 benefits of membership that are so taken for
3 granted that I think they are seldom
4 acknowledged.

5 One of these is the capacity for such
6 institutions for quickly effecting if
7 necessary large scale, indeed sweeping,
8 curriculum change.

9 Sometimes before the current
10 multicultural debate became a fashionable
11 past-time in academic circles, and
12 unfortunately sometime before arriving at a
13 climate that might have precipitated
14 demonstrations on the part of the student
15 body, Middlebury began to move in a direction
16 that would broaden and enrich the curriculum
17 with respect to diversity. In particular
18 acting largely on the recommendations
19 generated by such documents as the 1982
20 Twilight Committee Report, which Professor
21 Haerle has mentioned, the Middlebury
22 curriculum was recast in ways that had the
23 effect of heading off or pre-empting
24 accusations of bias by respecting and
25 incouraging diversity in the classroom

1 through what is taught in the classroom.

2 At the same time however it's important
3 and fair to say that these diversifying
4 adjustments in the curriculum were made more
5 out of farsightedness than out of some sort
6 of defensiveness at being caught outside of
7 the trend at Middlebury. I think that is
8 something to the college's credit.

9 Apart from administrative initiative,
10 which I believe played the smallest role in
11 the Middlebury case, this curriculum
12 recasting process was carried out by two
13 types of organs.

14 Through the course of offering policies
15 of the major departments on the one hand and
16 through the faculty committees on the other,
17 standing faculty committees of the college,
18 curriculum recasting through department is
19 worthy of discussion first, because it's less
20 bureaucratic in nature, and it's also an
21 excellent example of how Middlebury works, I
22 think.

23 This example is the clusters of
24 concentration or groupings of four or five
25 courses that each student is required to take

1 outside of the division of his or her major.

2 Even though most concentrations are
3 departmental some are interdepartmental,
4 because of their interdisciplinary focus,
5 all must be approved in consultation with a
6 body that we call the Curriculum Committee,
7 and more recently by our residing coordinator
8 of academic programs.

9 Within the past several years
10 concentrations have generally become more and
11 more reflective of interdisciplinary as well
12 as multicultural concerns. Among the more
13 recent and relevant concentrations are
14 Womens Studies, Third World Studies, Judaic
15 Studies, Latin American Studies and African
16 American Studies.

17 The popularity of an interdisciplinary
18 concentration is often a prelude to and
19 principal determinant in establishing it as
20 full-fledged interdisciplinary program.
21 This brings me to the more bureaucratic
22 procedure for facilitating curricular
23 change, and this is the academic programs.

24 Programs are distinct from departments
25 at Middlebury, because they are to a large

1 degree interdisciplinary in focus; and
2 while many programs programs do grant a
3 degree that is a major, some of them do not.

4 Normally the proposal for an academic
5 program, the presentation of the rationale
6 for its creation, is channeled through a
7 faculty committee called the Educational
8 Council, which itself is usually assisted at
9 the proposal deliberations stage by the
10 Curriculum Committee, which I mentioned.

11 In my own time at Middlebury I have had
12 the good fortune of serving on both of these
13 committees and I can testify that they and
14 the faculty they represent have been acutely
15 receptive to and promoting of change that is
16 designed to combat problems of bias.

17 A specific example is probably in
18 order; and this one I think best describes
19 this process in action. Prior to 1989, while
20 there was a Women's Studies concentration at
21 Middlebury, there was no Women's Studies
22 program or major; but beginning in the fall
23 of 1988 and intensifying at the beginning of
24 1989 a movement grew to convert the existing
25 Women's Studies concentration based on

1 its popularity but also its relevance to
2 full program status. It is important to note
3 that this movement developed in an atmosphere
4 that was antagonistic to the creation of new
5 programs.

6 There is a running debate at Middlebury
7 even now that the college is too big, too top
8 heavy. In many respects this atmosphere
9 still persists. Eleven of Middlebury's
10 thirty-eight major programs are majors in
11 interdisciplinary programs, and a lot of
12 people feel that is too many.

13 But after much pressure, cajoling and
14 institutional agonizing Women's Studies
15 overwhelmingly passed by the faculty,
16 receiving degree granting status, program
17 status, in the spring of 1989 and producing
18 its first graduate in the spring of 1991.

19 I just offer these data, I guess as an
20 historian, but also because I jaws want to
21 emphasize that all of this happened very
22 quickly.

23 I have offered the foregoing description
24 of curricular changes at Middlebury because
25 more than anything else I think it confirms

1 my belief that a flexible curriculum enacted
2 by a sensitive faculty can do much to
3 forestall bias-related confrontations within
4 a given campus environment; but I do not mean
5 to suggest that such an approach can be
6 without cost, both in human and in dollar
7 terms for the institution involved.

8 And no matter how far changes in the
9 curriculum can take the institution toward
10 avoiding or reducing bias-related tensions,
11 such changes are themselves not only
12 dependent on the cooperation and interest of
13 the immediate communities they serve, but
14 often on the alumni and the legislatures,
15 especially in the case of our public
16 institutions, that extend beyond them.

17 Thank you.

18 MR. CHENEY: Thank your. Janine
19 Clookey.

20 MS. CLOOKEY: My name is Janine Clookey
21 and I am in the Mathematics Department, and
22 this my eighth year at Middlebury College.

23 Some at my remarks today are coming from
24 the position of a faculty member and I am
25 most interested in student-faculty

1 interaction. I am interested in the level
2 of understanding the faculty has about their
3 students and the degree to which our students
4 feel welcome, and my colleague's remarks
5 about sensitive faculty is basically where I
6 am coming from in a way.

7 I am going to give my remarks by
8 offering three stories, anecdotes, things
9 that really happened over the past eight
10 years in my office or on the street; then I
11 will talk about a project that is coming up
12 for faculty to undertake, and if I have
13 time, I will talk about the Bicultural Center
14 that we have at Middlebury, of which I am one
15 of the two faculty advisors.

16 The first one is perhaps the worst.
17 A student of color, an upperclassman
18 mentioned to me that he had to negotiate very
19 hard to get on the roster of a popular course
20 where he ended up being the own person of
21 color; and then very shortly after that he
22 missed a class, and by the way for a very
23 good reason, and in class the next time the
24 teacher came to him and asked his name and
25 looked at him very intently in a way that

1 made him uncomfortable and slightly worried,
2 and he wasn't sure about what the teacher's
3 attitudes were, but he never missed a class
4 again; and during the course of that
5 discussion the issue came out, am I being
6 judged by a differ standard because of my
7 race.

8 The second story also is about a
9 students of a first-year African American
10 woman who came to me asking for some help.
11 The instructor in a rather small literature
12 class had never called on a black woman in
13 the class, where there were more than one,
14 so she frequently called on women in the
15 class, white women in the class, and at
16 the end of the fourth week the student saw
17 there was very little from African American
18 on the syllabus, and she said to me, "I feel
19 there is no place for black women in this
20 class."

21 So we decided what our approach would be
22 and what we ended up doing was calling the
23 instructor. I called the instructor and we
24 had a careful and lengthy discussion about
25 this situation, and this story ends up the

1 way you would want it to end up. That is,
2 at the end the student felt this class really
3 made her term. By the end of the term, it
4 was her favorite class.

5 The issue that came out there was are we
6 aware of the effects of our teaching
7 practices? Are we giving the messages we
8 intend to give; and also, as we heard
9 earlier, is the curriculum appropriately
10 focused on the work of African Americans,
11 Hispanic Americans and other minorities?

12 The third story, a first year student, a
13 man, who was used to doing well in his high
14 school, but he found himself on the probation
15 list at the end of the first term.

16 Focusing on a class that he had failed,
17 he said, "Why am I the only one doing
18 poorly? I seem to be speaking as well as
19 anybody else, but I am the only person of
20 color in the class. Is that the reason? We
21 had a very lengthy discussion together in my
22 office. We worked on many things. We
23 talked about scheduling, a plan of attack
24 for the spring. We talked about how many
25 students typically drop courses or go on

1 probation, and we talked about other things,
2 like social interaction and partying, but the
3 topic kept on coming back to isolation; how
4 Can I get along in a rural white environment
5 and be able to juggle the personal
6 adjustments and academic ones?

7 In these three situations two have them
8 met with a sort of proper resolution, it's my
9 feeling. I am interested in faculty making
10 it safe for students and learn about them.
11 Learning who they are, not just assuming who
12 they are. Learning about the messages that
13 they give in class and if they are the
14 ones they intend to give. Learning to
15 comit yourselves to helping students to make
16 connections to our institutions and
17 communities and being available and
18 perceptive and volunteering information as we
19 go along.

20 So I am interested in these issues and I
21 bring them to you from an interaction with
22 student perspective and I would like to talk
23 a little bit about a project that is coming
24 up to address these issues from the faculty
25 perspective as classroom teachers.

1 Coming up we have a project next winter
2 term, we have a one-month winter term, where
3 we have standiong courses that recieve one
4 credit, where we are offering a special
5 project next term, that focuses on issues of
6 diversity, where the academic content is
7 concerned with issues of diversity and
8 emphasizes it, and the goal is to do some
9 consciousness raising as well as addressing
10 serious academic content.

11 So the student can enlarge their
12 perspective on each other and on our world,
13 and for the faculty, it's an opportunity to
14 teach courses with new and important content.
15 It helps our own teachers in light of the
16 changing student population and the changing
17 student needs, and to discuss institutional
18 policy in light of these changes.

19 The course cluster includes such things
20 as African American Studies, Latino American
21 Studies and issues of race, ethnicity, issues
22 of economic differences and differences in
23 physical abilities.

24 The most important content I feel is
25 that faculty will participate in an intensive

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workshop on issues of diversity in higher education, and the workshop will certainly be confrontational and specific to the needs of faculty in our institution.

The last thing I wanted to mention today, to bring up and saying these things, because the Director of our Bicultural Center could not be here today, and as one of the two faculty advisors, I offer these comments on the Bicultural Center.

During the academic year of 1989-1990 the African American Reliance submitted a proposal for a living center with the support of the Hispanic American League.

In spring 1990 the Committee to Enhance the Experience of African Americans and Hispanic American Students at Middlebury College voted unanimously in favor of an African American and Hispanic American bicultural center. The center is a residential facility which houses eighteen students. They are selected by committee of students and faculty that evaluate students interested in education in either of the two cultures, without regard to their race

1 or gender or their sexual orientation, but
2 they are dedicated in the interest in the two
3 cultures.

4 The center consists of living facilities
5 as well as a library, museum and faculty
6 space; and the library is a part of the
7 regular library system on campus. The
8 museum houses artifacts. The faculty space
9 is used by faculty to offer office hours
10 space.

11 The basic functions of the center are to
12 educate all Middlebury College students about
13 cultural diversity, and faculty, as well; to
14 increase retention of African American and
15 Hispanic American students; to be a resource
16 for cultural programs and communication
17 developments between Middlebury and nearby
18 colleges pertaining to cultural events; to be
19 a place for reception and social gatherings
20 following cultural events; to be in an
21 essential meeting place for returning African
22 American and Hispanic American alumni.

23 I would like to offer some comment too
24 about the living, how students feel about
25 living and serving in the center.

1 These are all comments contributed by
2 the Director of the Bicultural Center.

3 As you can imagine the residents are
4 extremely active and put out a tremendous
5 amount of work on campus and in the center.
6 A close feeling of community exists in the
7 center. There are tensions and pressures in
8 the Bicultural Center which reflect the
9 tention all over the campus.

10 There is a pride and a need to prove
11 oneself and as a result residents sometimes
12 can be overly critical of each other about
13 certain issues.

14 If something negative happens, if the
15 person does badly, there is a feeling that
16 is reflects on all students of color. There
17 is a lot of pressure.

18 Beyond these difficulties however there
19 is a good feeling and a excitement of feeling
20 of great productiveness, about living in the
21 center and working toward its goals.

22 MR. CHENEY: Thank you. Any questions?

23 MR. HOFF: Is there anything going on in
24 Middlebury?

25 MS. CLOOKEY: I think when the informal

1 course clusters address issues of our
2 classroom practices, I think there is a
3 lot of desire to move forward and be better
4 helpers to all of our students and to be
5 better helpers to our students of color.

6 I think the faculty, there is a
7 situation of mediation like the one I have
8 spoken about needs to move forward. They
9 would like some help in doing so. I think
10 the faculty that I have spoken to view it as
11 part of their practice and improved practice
12 in the classroom. I think there are areas
13 that need work, but we are addressing it.

14 MR. HOFF: Are there any prejudices on
15 the campus?

16 MR. HAERLE: I would say sure there are
17 and you will perhaps hear about some of those
18 shortly. It's a real mixed picture. I
19 think we have not done well in recruiting
20 minority faculty and more importantly
21 retaining the few minority faculty that we
22 recruit. We have not -- we don't have a
23 very good record on retention amongst
24 students and those are very serious problems.

25 Over the last few years, there have been

1 a number of student concerns that have been
2 voiced and some of them have come through
3 this sort of ad hoc voluntary minority issues
4 group, and recommendations have been made to
5 the college and some of those have been
6 responded to quickly. Some have been
7 responded to over a period of time and some
8 have not been responded to, for a variety of
9 reasons, some of which I am sure are going to
10 be financial.

11 There is an awful lot of work to be
12 done, but I think the college is trying to
13 move in what I see is the right direction.

14 MR. CHENEY: I have a question of Mr.
15 Wyatt, who is the first historian I have been
16 able to corner today. Mr. Shiman at UVM
17 talked about creating academic strategies
18 and the dangers of doing that. It's really
19 a challenge to directing curriculum more
20 toward traditional areas. I got somewhat
21 a sense of a reformation taking place, and
22 I wondered as an historian, can you identify
23 any period of the Western history that has
24 had such an assault on its Common as what is
25 going on today?

1 MR. WYATT: There is a kind of myopia
2 because we live in this time it seems more
3 pressing to us and most relevant to us, but
4 probably in intellectual terms in this
5 country probably not.

6 MR. CHENEY: Is this a significant
7 period as far as historically?

8 MR. WYATT: I think it is. I think
9 it's a watershed and it's a double-edged
10 sword. There will be many positive products
11 and quite a few negative ones too.

12 MR. CHENEY: At Middlebury do you have
13 problems with potential academics growth that
14 challenges the academic --

15 MR. WYATT: Ideally one of the issues I
16 think about programs, be at Afro American or
17 what have you, they are important to have.
18 I think in the ideal sense, they should be
19 transitional. Afro American Studies should
20 be taught in every course to which it's
21 relevant. Perspectives on woman should be
22 taught in all courses in which is it
23 relevant. It should be -- basically these
24 are compensating devices.

25 MR. CHENEY: That was Mr. Shiman's

1 point, was that faculty invested in the
2 traditional curriculum and aren't about to do
3 that. Academics stands in the way.

4 MR. WYATT: But that's not excuse for
5 not having them at all.

6 MR. CHENEY: Are there no such problems
7 in Middlebury?

8 MR. WYATT: On what level?

9 MR. CHENEY: If we are in an
10 intellectual educational watershed, it would
11 seem to me that are going to have a lot of
12 problems putting together about what is being
13 taught in the traditional courses to get into
14 that mainstream and I haven't heard anything
15 about it.

16 MR. WYATT: There are voices of dissent,
17 but I think on the whole that the faculty,
18 the one hundred and eighty or so folks that
19 we employ, are very much committed toward a
20 progressive view, but I think the bastion of
21 protectionism of sort of Western civilization
22 traditions, I think their voice are in the
23 minority at Middlebury.

24 MR. CHENEY: Could someone describe the
25 nature of your this afternoon faculty meeting

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and intended outcome?

MR. WYATT: What are you asking about?

MR. CALABIA: Can you describe what the nature of the meeting is and its outcome?

MR. WYATT: Well, it's essentially a regular faculty meeting that we have. It's not abnormal. We have it once a month.

MR. CALABIA: I was under the impression it had to do with working on some statement regarding --

MR. WYATT: You want to know some of the agenda; yes. We are working on a statement concerning sexual harrassment; and we working out the language, the particular language, the details; but I have little doubt that this particular statement, it will go in force. We will arrive at some sort of a decision. It's just when you try to get one hundred plus people trying to agree on the language of a document, it's quite a trial.

MR. HOFF: Particularly the faculty.

MR. HEDBOR: Reflecting back, I am sorry she had to leave, but she referred to something that she would like to see as far as having different criteria or at least

1 broaden the criteria for tenure,
2 specifically regarding faculty members who
3 expanded their field of expertise to include
4 perhaps some minority issues or areas.

5 Is that being done at all at Middlebury
6 or is it under serious consideration?

7 MR. WYATT: I would say not in a formal
8 way, no. The real standard for review
9 evaluation, at least at the tenure level or
10 teaching and research, there is the nod given
11 to service on committees of course.

12 MR. HAERLE: I think you would find
13 differences of opinion on that and it will
14 a position of contention. That issue and
15 every other one of these issues.

16 If you think that Middlebury doesn't
17 have any contention, I think we get some
18 consensus somewhere down the line on most of
19 issues.

20 MS. HEDBOR: But a lot of the issues
21 are at the top. You are talking about going
22 more forward looking so you didn't end up in
23 tremendous confrontational aspects.

24 MR. HAERLE: I think it varies.

25 MR. WYATT: We might disagree on that,

1 but I think the progress that has been made
2 as a result of FIAT from the top is minimum
3 at Middlebury.

4 I am convinced of that largely because
5 I don't think personally speaking I could
6 commit myself to a place that worked on that
7 model.

8 MS. HEDBOR: Was their leadership as
9 opposed to the FIAT?

10 MR. WYATT: Certainly there is
11 leadership and guidance, but I don't think we
12 have a real idealogues at the top. I think
13 the faculty makes decisions for itself.

14 MS. HEDBOR: Is that the strength, the
15 fact that their aren't idealogues at the top?

16 MR. WYATT: I prefer to be positive and
17 say the faculty thinks for itself.

18 MR. HAERLE: When I mentioned before, I
19 said one of the ingredients of successful
20 programs is leadership and commitment from
21 the top, and I do believe that strongly; but
22 that doesn't necessarily mean that the
23 initiative would start there, but you have to
24 have support.

25 I can remember a situation and I

1 remember the admonition in these documents
2 not to mention specific names of people to
3 say anything about them, but I can remember a
4 situation where someone requested particular
5 support from the top and in my judgment it
6 wasn't as forthcoming as I thought it could
7 have been, but things get done.

8 When I say leadership and commitment it
9 doesn't necessarily say that is where the
10 ideas come from and certainly not by FIAT at
11 all.

12 But when ideas start to get generated
13 and get developed you need support at all
14 levels, and I think by and large we have
15 gotten that, but not in every case and not
16 for every issue; and sometimes there are
17 honest disagreements about those things, and
18 there are problems of priority and financial
19 things.

20 Faculty can say all kinds of things
21 because we don't have to sign any checks. I
22 don't want to be quoted on that, as if I
23 would acknowledge that.

24 MS. CLOOKEY: I would like to make one
25 more comment about the curriculum not

1 changing or whatever. This course cluster
2 and the whole project has attracted a larger
3 number of faculty that is able to accommodate
4 this year, and hopefully it will run a second
5 year.

6 Having said that, it is not a very large
7 number of faculty. The interesting part of
8 it that you know that always in any community
9 there is a core of activists. This has
10 attracted people who are not in situations
11 and that's a step forward; but having said
12 that, even though the course cluster is a
13 means for developing new units to be used in
14 other courses as well as doing ones own
15 consciousness raising, there certainly is a
16 group of people who would never consider
17 taking this type of a step.

18 MR. DIAMOND: Could you describe --
19 there seems to have be be some insitutional
20 differences between the way Middlebury exists
21 and the way UVM exists; to have ended up in
22 1992, with what is going on on Middlebury's
23 campus and what is going on at the UVM
24 campus, my question is, have any of you had
25 an opportunity to think about the

1 institutional differences. I am talking
2 about maybe the way faculty is organized,
3 the way governing decisions are made.

4 MR. WYATT: I am not sure I know enough
5 about how issues of governing are decided at
6 UVM. I have my inklings, but I don't have a
7 real sense.

8 MS. CLOOKEY: I was just thinking that
9 one big difference I am very well aware is
10 the great teaching focus at Middlebury
11 College. It's a very large focus and perhaps
12 that makes a great deal of difference for
13 faculty, what we are supposed to and address
14 what we want to do.

15 MR. WYATT: That's particularly relevant
16 part of my time constraints are basically
17 dictated by that, teaching, the first day of
18 our term.

19 MR. CHENEY: Thank you, very much for
20 coming. We appreciate your contribution to
21 the forum.

22 (An off-the-record discussion was held.)

23 MS. SUSSMAN: Thank you for inviting me
24 here to speak today. I will try to be
25 brief, so you can hear the more important

1 testimony from the rest of the people who are
2 here.

3 As you have already heard bias-related
4 incidents which have seen an alarming rise
5 around our country, have surfaced in
6 reprehensible ways in our colleges in
7 Vermont. Where once confrontational rights
8 enabled people of color and people from
9 various ethnic and religious backgrounds to
10 attend colleges, now freedom of expression is
11 being used to cloak many forms of racism on
12 campuses.

13 The Vermont Human Rights Commission
14 investigates and prosecutes individual
15 charges of discrimination in housing, in
16 state employment and in places of public
17 accommodation.

18 Vermont law defines a place for public
19 accommodation to include schools. The
20 Commission does, the Vermont Human Rights
21 Commission does have a process where
22 individuals can bring complaints of
23 harrassment of different treatment, where
24 the Commission would investigate those
25 charges, would attempt a reconciliation and

1 make a finding whether or not the Commission
2 believes the discrimination occurred in that
3 instance, and will pursue litigation.

4 I would like to respond to Jerry
5 Diamond's question about whether college
6 campuses should be held to a different
7 standard as society as a whole or whether
8 there is an opportunity for college campuses
9 to respond in a different way than greater
10 society.

11 I would say that the cases that have
12 come to the Human Rights Commission involving
13 college campuses have, I think all of them so
14 far have dealt with issues of sexual
15 harassment, and that's where the Commission
16 has had a number of cases.

17 The standards that are used and I
18 suggest personally anyway that standards to
19 be used on a college campus would be similar
20 to ones where the law requires employers to
21 create an environment that is free of racism,
22 free of sexism, one where a person whether
23 there are an employee or a student or a
24 faculty member or a staff member can operate,
25 can get an education, can participate in that

1 sort of discreet environment without fear of
2 harassment, and that is something to
3 consider, and I think it's something that is
4 being considered in all of the debates
5 here.

6 The Commission also operates as a
7 clearing house to gather reports of violated
8 incidents around the state. Today I heard
9 about many more incident than have come to
10 the attention of the Commission.

11 I believe a lot of that is because on
12 campuses people tend to see it as an
13 insulated environment and not to go beyond
14 that environment unless something causes,
15 something from the outside comes in.

16 I think that you also need to know that
17 others than UVM and Middlebury, there have
18 been incidents at other campuses around the
19 State. Some reports have come to the
20 attention to the Commission in a confidential
21 manner, so I cannot speak about them today,
22 but I would like the Commission to know it is
23 not limited to UVM. There are incidents
24 going on on other campuses around the state.

25 It's too bad that the hearing today

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couldn't travel further than this one site,
but I understand time and budget constraints
as much as you will understand mine.

I believe that students sometime fee
safer to pursue complaints of harassment
through a University process when a process
is seen to enable some change to occur or
redress to occur.

Other times I believe student are
fearful of using that process or fearful it
is going to subject them to more harrassment
rather than to resolve problems.

I also do think, as I said before, that
people are reluctant to come outside of the
University to raise those issues. I do
think that is important and I want to thank
the Commission for holding this type of
hearing and this forum to focus attention on
a serious situation on campuses. Hopefully
what will come out of here are some
constructive recommendations to
administrators to take action, to listen to
students, to address the wrong to victims of
bias-related incident and to create a
climmate where such acts will be clearly not

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tolerated, which can hopefully be prevented and where all students will be able to feel safe and welcome. Thank you.

MR. CHENEY: Thank you. Any questions?

MS. FLEESON: You heard a number of instances related here that had not been brought to the attention of our office. If a student suffered that kind of treatment and was not satisfied with however it was handled here on campus, would this be something that your office would get involved in?

MS. SUSSMAN: We would become involved with it if the student called.

MS. FLEESON: If the student called you you would be willing to get involved in trying to see what could be done?

MS. SUSSMAN: Yes, that's part of our jurisdiction, if of course the person knew who was committing the act.

MS. FLEESON: You would the not investigate to find out the perpetrator; you don't have the capability of that?

MS. SUSSMAN: No; we have a staff of two investigators, myself, and a half-time, because of budget cuts, we have gotten

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reduced this past year.

MS. FLEESON: They have to know who did it in order for you to really be of much assistance?

MS. SUSSMAN: That's right. We don't have the staff to go out and do the larger investigation, which is hopefully campus police could do.

MS. FLEESON: We hope so. Maybe you could bring the pressure on the State to do so.

MS. SUSSMAN: That's a broader issues than just bias-related incidents on campus. The State's Human Rights Commission is very involved right now in developing and helping to develop curriculum for police officers, both at the Police Academy, and also for bettering the in-service officer training.

We put together a group of people who are specifically working on it, that came as an outgrowth of the State Commission to get passage of the Hate Crime Bill. Now there is a law there needs to be training around that law, and I should also say that UVM capus police have been very involved in

1 developing this program, and there are some
2 people there who certainly have a commitment
3 to doing that.

4 MR. CHENEY: Thank you:

5 MR. MULLER: My name is Chip Muller,
6 and I am President of the Student Government
7 Association. I just have a few quick
8 comments I wanted to note in reaction to the
9 faculty statements, that I think one very
10 important thing about Middlebury that makes
11 it different from UVM is it's generally
12 considered to be a more conservative and a
13 smaller campus which creates more of a family
14 atmosphere, where the attitudes may be more,
15 let's kind of work it out as a small
16 community, rather than a different attitude
17 that may be like a small city atmosphere.

18 Another quick comment about
19 ghettoization. It is a great concern for
20 many faculty and students that ghettoization
21 in the curriculum. We have strive to be a
22 liberal arts institution, as opposed is to
23 the University, where students should feel
24 free to go across department and program
25 lines. Even though we have a smaller

1 curriculum and in a smaller school we have
2 found ghettoization already. So to hear
3 someone from UVM say they are experiencing
4 ghettoization is quite shocking.

5 As President of the Middlebury Student
6 Government and Student Body, and as a
7 Protestant American leader of the Middlebury
8 Studenty Body a report of two incidents of
9 racism at Middlebury could be describes as
10 below average.

11 Though tension among raises or ethnic
12 groups is present and sometimes felt, the
13 only racial incident in my memory was the
14 one alleged to have occurred between African
15 American college students and Middlebury
16 townspeople, and not other college students;
17 and that was before I received this letter,
18 copy of the letter from Chief Hanley, who is
19 with the Middlebury Police Department that I
20 think we have all received.

21 That was last spring. The tension
22 between black students and the town is quite
23 tangible. In this most white state and
24 perhaps the most distracting part about being
25 an African American at Middlebury, although I

1 would never speak to that experience
2 directly, I do not know of other such
3 incidents between minority groups and
4 townspeople.

5 Tension on the other hand is more
6 pervasive and chronic. I use this term to
7 describe an ongoing atmosphere of unease in
8 the interaction between races and ethnic
9 groups, or in the policy debates that affect
10 such minority groups.

11 I also think this tension applies to
12 most of the African American students'
13 relations to the white majority.

14 I personally could not ascribe to the
15 same degree of tension to the relations
16 between another races or ethnic groups.

17 Middlebury has quite a light heritage,
18 though significant progress in the early '80s
19 though today has diversified the student
20 body considerably and gains have been
21 quite hard fought.

22 Today African Americans through vehicles
23 like the African American Alliance or as
24 individuals still push the administration and
25 fellow students for a greater support system,

1 greater minority recruiting efforts and
2 greater financial aid commitment, for
3 instance, just to name a few.

4 These efforts cannot help but be a
5 source of tension. These efforts are
6 necessary. They are progressive and they
7 are productive, but they are at times
8 necessarily active for aggressive.
9 Changes as we have seen does not come
10 about by chance but by hard work and pressing
11 the status quo; but at time perhaps these
12 efforts have been at the cost of greater
13 tension between students and administrators
14 and student to students.

15 A great deal of the policy that the
16 students government considers relates to the
17 expansion of opportunities for minority
18 groups on campus, and sometimes the lack of
19 restrictions of such opportunities, yet the
20 student general assembly continues to be
21 largely white, even when split between men
22 and woman. Again at relates to the white
23 heritage of the school.

24 So much of the efforts of the AAA for
25 instance, just as one group for instance, is

1 outside of the schools kind of traditional
2 policy-making structures. This works well;
3 and I would also recommend the greater
4 involvement by students of color in the
5 college government and policy-making
6 structure.

7 This is something that our Government
8 has worked on this year and will continue to
9 work on. By involving more of campus
10 community in the efforts toward greater
11 diversification, the efforts may take on a
12 more cooperative spirit, which may have the
13 effect of strengthening the movement and
14 help to abate feelings of tension between
15 student government regarding policy creation.

16 MR. CHENEY: Thank you. Leilani
17 McClellan.

18 MS. MCCLELLAN: My name is Leilani
19 McClellan and I am a junior at Middlebury
20 College and I wanted to speak to you about
21 racism and all of its definitions.

22 I think that a lot of time, especially
23 now with everyone really getting caught up in
24 being politically correct, there is a
25 tendency to ignore racism in all of his

1 forms.

2 I can offer my battle scars and horror
3 stores about covert racism, for example,
4 being called on in class to give the
5 perspective of the entire black community
6 of the United States, or having racial slurs
7 yelled to me out of a moving truck at my
8 freshman year, but I am still standing and I
9 am still here.

10 I think that when we start to deal with
11 the issues of institutional racism, within a
12 college campus within the academic arena, you
13 have to really look at the way policies
14 within a college have a tendency to
15 perpetuate or contribute to the racism
16 against its students.

17 I think that one of the ways that we can
18 begin to combat this is to get rid of the
19 ambiguous administrative positions that are
20 reflective in the wording in the statement
21 that the administration has; and I would use
22 this opportunity to take as an aside, to one
23 of our faculty members who commented on the
24 agreements that we are working on today. I
25 hope that we worry about that when we start

1 wording it, issues for sexual harrassment,
2 for example.

3 Racial tolerance, as if being tolerant
4 dealing with something that is undesirable,
5 or an increase in racial bias, there is no
6 increase in racial bias, but there is an
7 increase in the recognition of it, which
8 students have tried to do the last couple of
9 years.

10 Another example might be the
11 administration pointing to the pipeline
12 rather than taking the position from the top.
13 It seem to be passing the buck or form a
14 committee to sit back and debate and debate
15 and debate.

16 The call for multicultural education I
17 think is very important. Multicultural
18 education is not a plan to study a small
19 section of American culture, but rather an
20 effort to make our very under-represented
21 contribution to America culture a part of the
22 curriculum, and along these same lines
23 recognizing the diversity within it.

24 Multicultural education as it appears as
25 African American studies or Latin American

1 ~~studies is just as necessary as fully~~
2 ~~integrating our contribution into each class~~
3 ~~and department.~~

4 Specific departments do not create
5 academic ghettos. African American and
6 Latin American studies, for example, provide
7 the opportunity to concentrate on an
8 important history and culture and how it
9 affects us today, just as much as programs
10 such as environmental studies provides the
11 opportunity to focus on issues that are
12 directly affecting ut today.

13 To use the term academic ghettos is not
14 only offensive but it has a tendency to
15 deny the validity of the cultural studies.
16 We do need them and they should be described
17 in this manner.

18 I think that the retention rates overall
19 and at Middlebury point somewhat to the
20 racial atmosphere on campuses as being
21 uncomfortable. It's very difficult to
22 combat racism in the academic arena, if you
23 are the first and only person in the class of
24 color, and I think that it's very necessary
25 to have sensitive professors, faculty and

1 administrators on the staff of Middlebury.

2 I myself can personally attest to the
3 fact that my choice of major has been
4 directly affected by the amount of sensitive
5 professors to my standing as a person of
6 color.

7 Finally enforcing the code against
8 discriminations that are established in the
9 handbook. I think that we need to change
10 the traditional definition of racism. We
11 have to expand it to the academic arena and
12 and start understanding it and recognizing
13 it. It comes in many forms. Thank you.

14 MR. CHENEY: Thank you. James Kern.

15 MR. KERN: I am James Kern. I am
16 Student Representative of the African
17 America, Hispanic and Bicultural Center,
18 which was explained to you by Ms. Clookey.

19 I am also the treasurer of the Latino
20 American Latino Alliance at the Middlebury
21 College. What I would like to speak about
22 today at Middlebury College, I can't speak
23 for UVM, but Middlebury College has become
24 in very large part the way people act in the
25 governing, but the governing body of the

1 behavior at Middlebury College, and it seems
2 like it has become detrimental to people
3 because the politically correct definition of
4 how a person may act, a concept under which
5 they may lead their life gives individuals a
6 superficial vocabulary in the issues in which
7 they express their belief in it defines for
8 them exactly what is correct and what is
9 politically correct, without educating them
10 as to why they are correct, and without
11 giving them a basis for what they should
12 believe.

13 And I think that in the curriculum the
14 college should bring in the multicultural
15 aspect and given them a basis for which to
16 believe and to express their ideas so that
17 they are not following racial tendencies.

18 I think in the administration an
19 analogous issue is where the administration
20 tries to give the students of color and the
21 woman, they try to support them in certain
22 ways, but at the same time it's a very few
23 superficial support and they don't give the
24 complete dedication to creating an atmosphere
25 in which those people are comfortable and are

1 considered equal.

2 I think going on with what Leilani said,
3 it's important to have both programs in women
4 studies, African American studies and Latino
5 studies as well as incorporating those
6 aspects into all of the other disciplines
7 which are taught at Middlebury College.

8 Addressing the issue of retention of
9 students of color, I think that it's
10 difficult for students of color who are
11 called upon to be educators for the rest of
12 the people in the school, where they have to
13 represent the entire race of which they were
14 a member, it creates a lot of pressure for
15 the students to continuously be try to
16 learn themselves and also be educating the
17 entire white community.

18 I myself am of Latino and white origin.
19 I am mixture; and I inow that in the creation
20 of the Bicultural Center, I personally last
21 year sat in on countless hours of meetings
22 with the President and the Dean of the
23 College and other students on school nights
24 when I wasn't doing my homework. I was
25 arguing with them why we needed these

1 things, giving them my feelings why we need
2 them, and it was a long debate. It was a
3 long process, at a time when I could have
4 doing my homework and better grades, and I am
5 certain there are people who are negatively
6 affected by that.

7 I think that the college has to realize
8 that there are other people better qualified,
9 that are educated already and are looking for
10 professional positions to help the people of
11 their race, which could be better utilized
12 for our situation. Thank you.

13 MR. CHENEY: Thank you. Carlos Brown.

14 MR. BROWN: My name is Carlos Brown and
15 I am a sophomore at Middlebury College. I
16 would like to start by going back to a
17 question posed by one of the UVM faculty
18 earlier; that question being whether or not
19 UVM, Middlebury College, institutions as
20 such, are on trial. And my definitive answer
21 to that would be yes; and I would just like
22 to share an anecdote that I use so support
23 that.

24 Last year I was enrolled in an American
25 History course. I went downtown to buy a

1 book, came back -- well, actually I got
2 there and I couldn't find the book in the
3 usual bookstore, so I went to the used
4 bookstore and asked if they had the book
5 and I was told, well, we probably have it in
6 the minority section, so we got up and we
7 walked all the way to the back of the store
8 and down the stairs in a musty room, and
9 people looked at the minority section, which
10 is pretty close to the women's section, which
11 had even less books than the minority
12 section, and we found the books, and then I
13 left and I was pretty chagrined.

14 I was walking down the street and saw a
15 Malcolm X poster and pretty heartened by that
16 so I bought the poster, and I was walking
17 back to my dorm with my poster in my hand,
18 and I got into my dorm and as I was walking
19 through the hallway, two white females
20 students looked at me and they moved around
21 to see who was on the poster. So I turned
22 this very large poster around so they could
23 see it, Malcolm X, a big profile, and they
24 looked and didn't say anything, and I kept
25 walking, and as I was walking away, I heard

1 them saying, who was that in the poster. I
2 remember being just dumbstruck, because when
3 I came to this country from Jamaica and I
4 remember even in Jamaica I knew who George
5 Washington was, and when I got here, one of
6 the first things they told me was who George
7 Washington was.

8 So obviously these students were not
9 properly educated in elementary school or
10 junior high school or high school for that
11 matter as to who people like Malcolm X are;
12 so the point is, that there is no proper
13 starting place in educating people on the
14 contribution of traditionally disenfranchised
15 in this country.

16 I think we need to fight the battle on
17 all fronts. I attended the DeWitt Clinton
18 High School in the Bronx, New York, and
19 DeWitt Clinton High, I am pretty sure has a
20 partnership with Middlebury College, where
21 Middlebury College sends faculty to the high
22 school to speak to the students and the
23 students find out about about Middlebury
24 College and we come up for visits.

25 I came up for two visits before I

1 decided to attend the college. Usually a
2 couple of busloads are brought up, and only
3 about three people from each class usually
4 consider applying to Middlebury, much less
5 coming here.

6 I remember when I was making my decision
7 on which college to attend, I had decided not
8 to attend Middlebury until Dr. Norman, who is
9 currently the head of academic support came
10 to DeWitt Clinton High School and spoke to
11 me. I was heartened by the fact there was a
12 black man in a position to help black
13 students on campuses who are having academic
14 troubles. Several of my friends made the
15 decision on which college to attend on the
16 same basis as well.

17 My point here being that it's not just
18 enough to actively recruit. There has been
19 to be a sufficient number of black faculty on
20 campus to make black students comfortable.

21 The question was posed before was, well,
22 should the move to multicultural diversity
23 seems to be what is precipitating all of this
24 tension, should it be abandoned, that
25 move. I would say no. If the move to

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cultural diversity was not as important as it is, people wouldn't be talking about it now.

The problem is that on various campuses I don't feel that the entire faculty is geared toward accepting these concepts.

A benefit of being an English student as at Middlebury is that I am afforded the opportunity to hear talented writers who come and read from their works. At each of these I usually enjoy conversation with professors from the English Department; and I remember attending one where not one professor from the English Department showed you, and I remember wondering where were these people? After about ten minutes, it hit me, the difference between this reading and the other readings was that the speaker was not only black, but he was a homosexual, and to this day I really feel that that was a determining factor in whether or not these professors that I respect so much intellectually failed to show up.

In regard to bettering the situation, I belong to the Human Relations Committee, a group of people that I feel is dedicated

1 toward heightening sensitivities toward
2 minority issues.

3 We are currently in the planning stages
4 of a multicultural symposium for the fall.
5 Things like this are very needed and
6 especially in areas such as security staff.
7 Last summer I served in the position of
8 program assistant for the Middlebury
9 Pre-enrollment Program, during which time I
10 was responding to the Dean's office on an
11 official charge of disrespect to a college
12 official, so I calmed myself down and went
13 to the Dean's office, and apparently a
14 security officer said that he had had an
15 altercation with me, and that I was
16 disrespectful to him.

17 It turned out that he had this
18 altercation with another black gentleman, and
19 because I had been as prominent as I was in
20 my capacity, he assumed it had been me. I
21 was extremely offended by this. I wrote
22 several letters to the Dean's office and to
23 the security office, to the head of security,
24 and made it my mission in life to explain to
25 the security officer that contrary to what

1 some people believe, not all black people
2 look alike; and people laugh when it's said,
3 but I still hear the jokes, and it's still as
4 insulting whether or not people laugh at it.
5 Thankfully the Dean's office was quite
6 understanding and very forthright in helping
7 me to deal with the situation.

8 I would suggest that programs be
9 instituted on an all college campuses to
10 heighten the awareness of its security staff,
11 its professors, its administrators, everyone,
12 to the needs, the sensitivities of minority
13 students. Thank you.

14 MR. CHENEY: Thank you. Ofelia Barrios.

15 MS. BARRIOS: I am going to be speaking
16 being on behalf of my efforts and own
17 personal experiences and also on behalf of
18 the Hispanic American League at Middlebury
19 College.

20 Racism always seems to be labeled or
21 addressed only by those who are affected
22 by racism, but racism affects all. Racism
23 in most cases is only relevant when there is
24 quote a minority or a person of color in a
25 classroom or within the area of discussion,

1 yet such discussions do not alleviate racism.

2 Racial biases in our white, Vermont
3 towns, such as Middlebury, is not easily
4 dismissed because most students who are
5 affected by such racial biases have to do
6 with racism on a daily basis.

7 Although racism affects all the
8 students in Middlebury College most white
9 students never recognize racism. I believe
10 that they do not recognize it because to them
11 racism is not an issue that they feel
12 comfortable talking about, because of the
13 fear that they might be labeled as racist,
14 simply because they feel they are not able to
15 talk about such an issue, since they are not
16 quote a minority student.

17 Maybe they cannot talk from the same
18 viewpoint or standpoint that I will be
19 talking about today, but I believe that as a
20 peer student, that I am in Middlebury College
21 with every white students.

22 Racism should be taken seriously.
23 Middlebury College has a reputation for being
24 a liberal arts college, yet it does not
25 address racism. They often fail to address

1 race issues because as I said Middlebury
2 College Police Department, during a racial
3 confrontation said "There was no information
4 to establish that the incident itself was
5 motivated or initiated as a racial incident."
6 This was when black students were harassed by
7 white female townsmen and they were called
8 nigger. They were harassed and chased.
9 Now for that same reason those black students
10 students who were harassed and have been
11 seriously given racial slurs they have left
12 Middlebury College.

13 Middlebury College administration does
14 not address race issues because they believe
15 that they have "Students of Color" on campus
16 it is a student duty to address such an
17 issue. Many times members of the Hispanic
18 American League, now the Hispanic
19 Alliance or the African American Alliance
20 have had to leave their study hours to plan
21 out events such as the Latin American History
22 Month or Black History Month; yet when they
23 are in probation for academic reasons, the
24 administration believes they are not doing
25 their best.

1 But they fail to see that students of
2 color are spending too much time doing the
3 administrative work which I feel is the
4 reason why several students that I was very
5 close to left Middlebury College.

6 I have made an agenda and I divided it
7 into three sections. One is how racism
8 affects all of us, not only students of
9 color, but white students. I believe
10 students of color are affected by racism on
11 a daily basis.

12 First of all, there are always questions
13 about why we all sit down at the same dinner
14 table for dinner; why do we all hang out at
15 same places, but yet white students never
16 seem to realize that white students sit
17 together with only white students. They
18 never question the fact that they themselves
19 may be installing racial issues that are
20 never addressed.

21 As a student, for example a Latino, we
22 are in most cases overlooked. They believe
23 that because we are not black, we know that
24 we don't face any racial stereotyping, any
25 racial slurs , but I have been in several

1 incidents where people have said to me, oh,
2 well, your ethnicity, what are you; where do
3 you come from, and when they hear my accents
4 is Spanish, they say, oh, you are this, and I
5 believe that in most cases Latinos are under
6 represented even in a college such as
7 Middlebury.

8 A lot of time we spend either doing or
9 trying to help promote race awareness issues,
10 yet I believe that it is not our duty to do
11 that. We are also put in the position to be
12 the spokesperson for all of our cultures yet
13 we are not the educators. We came to
14 Middlebury to be educated.

15 Another thing is necessary is to
16 expanded curriculum at Middlebury. I don't
17 believe in multiculturalism because that would
18 mean that only one section of my heritage
19 would be taught.

20 I believe that there should be a Lati
21 studies major, not Latin American as in the
22 country, but Latins who are in the United
23 States and their experiences, because I
24 often feel that is dismissed.

25 I also believe that the recruitment of

1 students, these being African American,
2 Latino, Asians and Native Americans should be
3 expanded, but they shouldn't be only the duty
4 of the student of color to be there on a
5 constant basis, trying to recruit them on
6 calling up on the phone. I think we need a
7 person in the position to do that.

8 My next section is what we need to
9 stop racism. I believe as Middlebury is
10 expanding by bringing different cultures, we
11 should have a Dean of minority affairs, a
12 person who will help us in our struggle to
13 survive in Middlebury, because it's not a
14 choice; it's a choice to be here, but our
15 survival is much greater than that.

16 I believe that the faculty and the
17 administration should address issues on a
18 wider atmosphere. They should talk about
19 racism and promote racial diversity.

20 I believe they have liked that because
21 when I see the Bicultural Center, I was one
22 of the persons who was in the committee, I
23 don't see any progress in it. I believe
24 that once a report like the Twilight report
25 came out, and now this one that was passed,

1 once that reports are passed, nothing is done
2 about it. It's just in writing and no
3 action is done.

4 I also believe that it is good that we
5 are expanding our curriculum but we shouldn't
6 believe that Women's Studies represents all
7 women. As a Latino woman I sit down here
8 and I can say I have only taken one class in
9 the whole history of Middlebury College where
10 I have been represented as a woman.

11 I also believe that we should not only
12 see certain issues as being limited, we
13 should expand them in all areas. Women of
14 color are the majority pretty soon and I
15 think we are under-represented in all areas
16 as women also. Thank you.

17 MR. CHENEY: Thank you. Jonathan
18 Freirich.

19 MR. FREIRICH: My name is Jonathan
20 Freirich. I have participated in many
21 capacities at Middlebury, many of which have
22 been concerned with my Judaism as well.
23 Most of the others have been concerned with
24 political and ethnic difference at
25 Middlebury.

1 I think that what I am going to talk
2 about here is couple of problems that I faced
3 as a Jew, which are not many, but which
4 lead to greater problems such as ethnicity
5 and racism as Middlebury.

6 As a Jew at Middlebury one is seldom
7 noticed as anything but other white American.
8 As a local Jew at Middlebury one is
9 approached often on the basis of, gee, what
10 is the Jewish opinion or abortion? This has
11 happened a couple of times, mostly by
12 friends, mostly by people who are just
13 curious, and that address the issue that we
14 are talking about of ignorance.

15 In any event, more along the lines of an
16 offensive action or discussions that I have
17 been baited on controversial issues, I have
18 been approached in the past specifically by
19 people who consider themselves to be aware of
20 world issues, et cetera, on things like, so,
21 what do you think of the Israeli oppression
22 at Aushwitz, like what the Nazis had been
23 doing to the Jews fifty years ago in Germany?

24 This overt attempt to say things like
25 people can pounce on me, I don't mind that,

1 because I don't argue, but the intent is
2 there, that because I am Jewish I agree with
3 the Israeli stance or whatever action happens
4 to be taken.

5 Again it's an assumption of opinion
6 based upon my observed or discussed or
7 admitted ethnicity.

8 This leads to my major subject, which is
9 assumptions of Middlebury, and we have
10 basically touched on it in various forms
11 here; and the fact is that at Middlebury
12 everyone assumes a group is supposed to act a
13 certain way -- not everyone, but there is a
14 large portion. There is not a lot of
15 interexchange between the races at
16 Middlebury.

17 We talked about separate dining tables
18 at Middlebury, separate houses. Middlebury
19 is definitely on the verge of being a
20 segregated ghettoized society, and Chip
21 mentioned the family nature of Middlebury,
22 and it seem like that. We are a small
23 crowd, two thousand student. How could it be
24 anything else but a family; but the fact is
25 that there are different groups.

1 There is the French group of Middlebury,
2 which eats in one dining hall. There is the
3 athletic, more mainstream group of Middlebury
4 which eats in one floor of another dining
5 hall, and then there are various sub-groups,
6 and these have not changed.

7 Other factors are the radicals, the
8 artsy groups, but it's still my home. I feel
9 uncomfortable almost in another eating place
10 in Middlebury, and what happens in
11 Middlebury.

12 It was asked before is there anything
13 wrong at Middlebury, and the question is not
14 is there anything wrong, but is it doing
15 anything about it, and the faculty and
16 administration at Middlebury have tendency
17 to subdue the questions and problems.

18 Ofelia talked about reports made and
19 then discarded or not discarded but just we
20 have this committee report and look at all of
21 the thing we have addressed but not done
22 anything about.

23 I believe we are talking about ideology
24 before, and I came up with all of these
25 phrases while I was listening, and what we

1 don't have at Middlebury is ideology;
2 they participate in many monologues, and tend
3 to avoid dialogue, but they are certainly not
4 ideologic.

5 We have a lot of miscommunication. We
6 have a lot of problems. We have a lot of
7 tension, and everyone has brought up
8 specifics here; and what happens is, we
9 address them and shove them under the table
10 and what they are saying is, we are all a
11 family; we are all a group of families. We
12 all get along well and anything that appears
13 otherwise, well, we will talk about it and
14 dinner is over and we wake up the next
15 morning and everything is fine.

16 A big issue at UVM seems to be their
17 curriculum and we have addressed curriculum
18 here a couple of forms.

19 The curriculum at Middlebury is a minor
20 problem. I would say what was more
21 importance in terms of what is taught is not
22 well, it was taught, but how it's taught and
23 by whom.

24 Two years ago there was a huge uproar
25 because the sole course of African American

1 History in the History Department was taught
2 by a white southern Baptist woman. I have no
3 problems with her as an individual. I
4 adored her classes, she made me a history
5 major for a little while, but the fact is
6 her perspective in that course was not
7 suited and she was posed with situations that
8 were difficult for her to solve and it's not
9 her fault as an individual. It's her fault
10 from background and I think it was a poor
11 administrative decision. I know there were
12 other qualified professors to teach that
13 course at Middlebury and in subsequent years
14 they have.

15 I think these are the kinds of problems
16 that we need to address most at Middlebury.
17 Thank you.

18 (Continued on Page 219)

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1 MR. CHENEY: Thank you. Germain Trong.

2 MS. TRONG: My name is Germain Trong
3 and I am a sophomore at Middlebury College,
4 and for the purpose of this discussion I am
5 including international Asian students within
6 the category of Asian Americans.

7 One of the main sources of tension and
8 hostility towards Asian American students is
9 that we are often the victims of racial
10 stereotypes. I would like to discuss how
11 these perceptions are limiting and damaging
12 in that they often translate into biased
13 acts, attitudes and practices.

14 As Asian Americans, we often struggle
15 against negative preconceptions of our race
16 that we are all quiet, passive and do not
17 make good leasers, or that we stand as a
18 threat to the academic or financial positions
19 of our white counterparts.

20 We are often still considered
21 foreigners, though in fact many may be
22 second, third or more generation American
23 citizens. As foreigners, then, we can only
24 speak broken or incorrect English. As
25 foreigners, our achievements are seen not as

1 bettering this nation, but as threatening it.

2 Also Asian Americans often are the
3 target of antagonism towards U.S. economic
4 and political affairs. I overheard a
5 conversation between two white students in
6 the T.V. lounge the other day. After
7 watching a report about the Japanese car
8 industry, one student commented "They're
9 taking over America." The other student
10 replied, "Yeah, I'm doing all this work just
11 so some "Jap" can take my job." I believe
12 that this sort of hostility towards foreign
13 goods and imports is often misdirected
14 towards Asian Americans of every nationality.

15 On the other hand we are perceived as
16 being the "model minority" intelligent,
17 hard-working, high achievers and largely math
18 or science-oriented students. Those all
19 seem like positive qualities, but I would
20 like to point out some very serious and
21 dangerous consequences of this myth.

22 First, the attitude that Asian American
23 students are inherently more intelligent and
24 will naturally succeed grossly undermines the
25 hard work that each individual has to put

1 in.

2 Second, this myth creates a great deal
3 of resentment against Asian Americans. As a
4 result, there is a growing anti-Asian
5 sentiment at many colleges as well as a surge
6 of violence against Asians throughout the
7 nation.

8 Last, this myth leads to the attitude
9 that "Asians have already made it, they don't
10 need any help." As a result, we are often
11 overlooked when it comes to many programs
12 designed to help minorities. Not only does
13 this disregard the large percentage of Asian
14 Americans who live in inner-city conditions
15 at or below the poverty level, it also
16 disregards the fact that as Asians we, too,
17 face similar obstacles of racism and
18 discrimination.

19 Seemingly harmless preconceptions do
20 lead to very real acts of discrimination at
21 Middlebury. Stereotypes and racial notions
22 do stay in people's minds and emerge as
23 subtle as well as overt acts of racism or
24 racial insensitivity.

25 These acts, however, go largely

1 unreported, but they range from blatant
2 racial slurs to seemingly innocent, yet
3 insulting statements like, "Do you eat dogs?"
4 We often do not know who to turn to or feel
5 hesitant to complain about what seems like an
6 isolated, insignificant act. also we are so
7 often frustrated in that most acts of racism
8 or discrimination take place in very subtle
9 forms from personal experiences, and I admit
10 that it is very difficult to simply ignore
11 such incidents, derogatory or insensitive
12 comments are significant because they can
13 greatly affect one's sense of comfort and
14 well-being on campus.

15 I think it's time for Asian American
16 students at Middlebury to speak out against
17 the concerns, problems, frustrations we often
18 face as being a minority at a predominantly
19 white campus. Much of the hostility or
20 racial insensitivity comes from a lack of
21 understanding or awareness.

22 Stereotypes are broken when people come
23 into contact with those individuals who do
24 not fit their preconceived notions. Yes,
25 tensions will arise at these confrontations,

1 but we must continue to fight these myths and
2 stereotypes.

3 Therefore, I stress measures to increase
4 interaction between people of different
5 backgrounds and races; and that is why I am
6 concerned about the large
7 under-representation of Asian students at
8 Middlebury.

9 I think that Asian Americans are often
10 overlooked in the college's effort to recruit
11 students of different ethnic races.

12 It has only been this year that Asian
13 Americans have been officially classified a
14 minority group in the Admissions Department.
15 thus, when the college speaks about
16 increasing diversity on campus, I do not
17 think we are given equal consideration as a
18 minority group.

19 I do not wish to undermine efforts made
20 to recruit students of other minority groups.
21 My hope is just that Middlebury could reflect
22 that sort of commitment towards Asian
23 students as well. I just would like to see
24 equal efforts made to make more Asian
25 American students aware of the possibilities

1 that Middlebury offers as a college. On the
2 same note, I would like to make the college
3 more aware of how much we have to contribut
4 to the spirit and color of the campus
5 community.

6 The lack of focused recruitment efforts
7 is only a part of the reason for the low
8 number of Asians. I would also like to see
9 greater efforts made on the part of
10 Middlebury College to appeal to Asian
11 American students.

12 For instance, looking at the college
13 prospectus catalog that Middlebury publishes
14 every year for potential applicants, there is
15 a section that addresses the experiences of
16 being a minority student at Middlebury. The
17 catalog states that "The largest minority
18 groups on campus are African Americans,
19 Hispanics and Asian Americans." However,
20 this is the only mention of Asian Americans.
21 There are three quotes by African American
22 students concerning the exchange of
23 contributions between student and college as
24 well as a brief description of the African
25 American Alliance and Hispanic American

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League.

This catalog is of significant importance in representing the college. For many applicants, this is their only exposure to Middlebury College. I am concerned that some Asian American applicants may be hesitant to come to Middlebury due to an apparent lack of representation.

It is not my intent to foster competition between the different minority groups. I would just like to see more recognition of the contributions Asian American students make to the diverse traditions and heritages found at Middlebury.

Thank you.

MR. CHENEY: Thank you. Rita Glavin.

MS. GLAVIN: Good afternoon. My name is Rita Glavin and I am probably here as a quote unquote mainstream Middlebury College student. I am a junior. I am a junior counselor. I live with twenty freshman girls on a residence hall. I am into athletics. I have played on the women's basketball team for two years, golf, judicial counseling, the whole nine yards, someone who

1 has what you might call almost everything.

2 After listening to a number of the
3 comments on this panel today, I come into
4 great criticism for some of the things that I
5 have to say, but I do disagree with some of
6 the things that were said, and would like to
7 address a few specifics.

8 The first being regard to the professor
9 that was teaching the African America History
10 coarse. She was extremely well-qualified.
11 She is perhaps one of the best lecturers
12 that I have ever heard on pampus or in high
13 school, and I recently finished a course with
14 her on the Civil War, and I thought her
15 sensitivity to minority issues was something
16 to be admired.

17 Secondly, when we discuss certain groups
18 being recruited to Middlebury College, we are
19 a small college of two thousand students and
20 while I understand the frustrations of
21 African Americans, the Latino community, and
22 when Jonathan was mentioning about saying
23 people saying he should represent the Jews,
24 perhaps another minority is the Irish
25 Catholics, and many times I have been called

1 to defend that too and the fact that we
2 haven't shaped up on birth control yet, but I
3 would like to say that Middlebury also does a
4 wonderful job in diversifying its student
5 body and recruiting people from rural areas,
6 where people have distinct localities, which
7 I also think are just as important in
8 diversifying the student body.

9 People that are -- we have people that
10 are extremely wealthy, extremely poor, people
11 that have different interests, that not just
12 jock interest, but also things as being
13 interested in Arts and having talents which
14 I think he is very important in diversifying
15 the campus as well as religious backgrounds.

16 My experience at Middlebury College has
17 been very good at addressing the racial,
18 ethnic, religious and issues involving people
19 having the right to their opinions. As a
20 freshman I distinctly remember the Director
21 of Residential Life, as part of my
22 orientation, saying, take this opportunity
23 where you are with people that you probably
24 never been with before or will experience
25 different people of different backgrounds to

1 learn about them, as a chance to educate
2 them. As part of my training to be an junior
3 counselor we were well-informed on the
4 current college policies regarding harassment
5 of all groups of people, and in fact, the
6 first day I posted it on my hall, and I have
7 it with me and I was looking at it.

8 I think that what is being desired here
9 is a perfect society, which is very difficult
10 to obtain, and Middlebury to my knowledge of
11 other colleges is doing a good job in regard
12 to diversifying racial issues.

13 My brother and sister, my sister is a
14 Villanova alumni and my brother is a student
15 right now, and they are called Vanillanova.
16 They don't understand how we accept
17 homosexual groups here. They are from the
18 big Catholic college, and I think that
19 Middlebury is a campus where it's almost
20 uncool to be unaccepting of other groups,
21 to make remarks that might be termed as being
22 ignorant or bigoted.

23 I think many issues are addressed among
24 the students in regard to diversity issues.
25 I had countless conversations with other

1 groups of students about this. People who
2 make comments, at say dinner or wherever, are
3 sometimes viewed as they lose a lot of
4 respect in the eyes of their peers.
5 Middlebury is a community, and I believe it
6 is a family-type atmosphere that does strive
7 to overcome ignorance and everyone wants to
8 be seen as quote unquote enlightened, and
9 that I have found that to make certain
10 comments has people stare at you with
11 disgust.

12 I can't deny that that this is some
13 racism that exists on the Middlebury campus.
14 I know that it exists. It exists in every
15 walk of society. I think we are fortunate
16 enough that I think it is much less at
17 Middlebury than it could be at other places.

18 Lyndon Johnson, 1965, following Selma,
19 Alabama, at the march, pronounced it brought
20 tears when Martin Luther King sang, "We
21 Shall Overcome" the first time on national
22 television.

23 We see Martin Luther King later on in
24 the late '60s expanding his vision that he
25 wanted to include and get away from everyone

1 being poor, wanted greater equality in
2 society than he had ever asked for, and
3 perhaps these goals are very much desired and
4 they were desirable for Middlebury College
5 campus, but in a sense unrealistic, and what
6 I would say is that Middlebury should
7 continue the course -- obviously we can
8 always do better. There is always room for
9 improvement, but it has done a good job, and
10 I would disagree that we are any worse off
11 than any other campus, and in fact, I think
12 we are much better off.

13 MR. CHENEY: Thank you, very much.
14 Any questions from the panel?

15 MS. FLEESON: I see you as an Ambassador
16 here and I realize it takes a lot of
17 commitment on your part, but I would like to
18 commend you for making the effort, and
19 unfortunately unless you make the effort, I
20 don't think there will be any changes in the
21 colleges.

22 MR. CHENEY: I want to thank you for
23 your very articulate statements and giving us
24 another view of Middlebury that I am sure is
25 new to me and I think you have really helped

1 us out a lot. Thank you.

2 (A short break was taken.)

3 MR. CHENEY: Mr. Nicholas Clifford.

4 MR. CLIFFORD: My name is Nicholas
5 Clifford, and I was Provost at Middlebury
6 from '79 to '95, and I have been Provost
7 again since last fall. I am also an
8 historian, in fact, you have had, on your
9 panel this morning, you have the only two
10 Chinese Historians at Middlebury, Don Wyatt
11 and myself.

12 Let me just say before I begin, since
13 there has been some talk at the faculty
14 meeting, even as we speak, one of the
15 items that will be voted on is a general
16 harassment statement, that started out as a
17 sexual harassment statement, and became
18 enlarged to include sexual orientation,
19 race, ethnicity, religious beliefs, physical
20 ability and age, and we trust it will pass.

21 I am not handing this out, however,
22 because it's still a documents under
23 consideration by the faculty, but that is
24 what is going on.

25 This is first day of classes for us in

1 the spring term and therefore kind of a busy
2 day. I have a statement here which I
3 prepared which I will read rapidly in view of
4 the time. Some of this you have heard
5 before, because at the beginning I think
6 a real concern at Middlebury with minority
7 issues goes back to 1968 after the
8 assassination of Dr. Martin Luther King, when
9 the committee which Rudy Haerle referred to,
10 Rudy and I were both members of that, looking
11 particularly at the recruitment of minority
12 students and that did mean by and large
13 African American in those days; and also
14 for the first time to take a general look at
15 our curriculum and see how we could broaden
16 it.

17 The recruitment of minority students
18 since then has been varied from the
19 reasonably successful to the sometimes
20 dissappointing. Applications since 1980
21 have risen from fifty or sixty a year to well
22 over three hundred now, if one includes
23 African American, Asian American and Latino.
24 Last year there were one hundred sixty-seven
25 admissions of whom fifty-two actually

1 matriculated, a yield rate of about 31%,
2 which is actually a bit on the low side in
3 recent years.

4 We have also sought transfer students,
5 and since 1987 we have entered in
6 articulation agreements with Fiorello
7 LaGuardia Community College In new York, with
8 Miami-Dade Community College in Florida, and
9 with Bronx community College and Montgomery
10 Community College. These kinds of agreemens,
11 as you probably know, are designed to
12 encourage students from those colleges to
13 transfer to Middlebury after the first two
14 years of higher education.

15 We have also entered into as you heard
16 this afternoon a special agreement with
17 DeWitt Clinton High School in New York. We
18 send several interns there during our winter
19 term to try to draw on their graduates for
20 admission to Middlebury and we have faculty
21 visits in both directions.

22 In Boston, New York and Washington we
23 have alumni groups or task forces actively
24 engaged in minority student recruitment in
25 cooperation with the Admissions Office, and

1 we have a committee of four members of our
2 Admissions staff who are particularly charged
3 with minority recruiting.

4 For a number of years now we have set
5 aside one weekend every winter to bring to
6 campus a number of minority student
7 prospects, to give them a chance to see what
8 Middlebury is like, to meet other students,
9 To see what the academic program is like,
10 see what the social life is like on the
11 campus, and for these students we have been
12 able to provide some travel support on
13 an as-needed basis; and finally for some years,
14 since the early 1980s, we have had a policy
15 of need-blind admissions in financial aid.
16 Moreover for the students with the highest
17 level of need, Middlebury has a program that
18 replaces the \$2300 loan component of the aid
19 package with a supplemental grant.

20 Eligibility for this of course is not
21 determined by race. We have no minority
22 scholarships as such, but some of our
23 neediest students of color have benefitted
24 from it.

25 Admissions is one thing, as a number of

1 people have said this afternoon, retention is
2 somebody else again. We have made
3 reasonably good progress in recruitment and
4 in matriculation, but we have like other
5 college of our sort, we have a way to do in
6 retention. Our Board of Trustees, a couple
7 of years ago, voted to try to reach a goal
8 whereby 10% of the graduating class would
9 consist of American students of color.
10 I believe that a stipulation of this sort
11 would be a better measure of success than
12 X% of admitted freshman.

13 It's a goal that sound modest enough,
14 but it a goad that he have yet to reach.
15 Figures compiled a few years ago show that
16 over the period of a decade the average was
17 two out of three graduating, not a very good
18 retention rate, but one that unfortunately
19 reflects similar experiences of other
20 colleges of our sort, so obviously we have to
21 do better.

22 We have run since the 1970s a
23 pre-enrollment program for the three weeks
24 before the fall terms begins, in the hope
25 of increasing our retention rate.

1 The program typically serves some thirty
2 students. Again of course it is not
3 specifically directed as minority, although
4 they have played a role in it. It has
5 attracted the services of some of our most
6 talented faculty. It's hard to measure the
7 success this kind of endeavor but generally
8 it has been praised by the students it has
9 served.

10 We have also built up various programs
11 of academic support in various kinds of
12 tutoring,, writing, mathematic. Jean
13 Clookey, whom you heard from earlier this
14 afternoon, has been very strong in the math
15 side of that, and we think it served a very
16 useful function and we are looking for ways
17 to strenghten it, and in January 1990 we
18 established an Office of Academic Support.
19 John Norman, the first director is in the
20 room.

21 We have had a budget of over one hundred
22 thousand a year for this area, again
23 obviously this program is open to all
24 newcomers but a strong focus has been on
25 students of color.

1 Recruitment of minority faculty as you
2 have heard from Professor Haerle and others
3 has been a little bit less successful,
4 despite our various efforts and various
5 programs in that regard.

6 We made a number of an appointments of
7 African America faculty. We have also
8 lost some over the years. The same is true
9 although less so with Hispanic faculty. We
10 have been more successful with Asian
11 Americans, in part because we have strong
12 programs in Chinese and Japanese, and most of
13 those faculty are of course Asian-born and so
14 many of them are American educated and they
15 are now living in this country, either as
16 permanent residents or naturalized citizens.

17 We have had since about 1986 a program
18 to encourage departments to recruit more
19 minority faculty. Essentially we tell them
20 that is in the course of a search for
21 whatever it might be they come up with a good
22 minority candidate who may not be in the
23 field that the department is looking for, we
24 will find the money to open up an extra
25 position in that department. That has led to

1 a number of appointments over the last few
2 years, not all of whom are still with us, of
3 course; and it's led to a number of offers
4 of appointment, at least three of which I
5 know of have been turned down.

6 I am not counting in this number of
7 course minority faculty who are appointed
8 through regular channels simply because they
9 were the best qualified for the position for
10 which we had advertised. this is a program
11 which creates new positions.

12 At present we have five black faculty,
13 one of whom is in physical education. We
14 are going to have two more next fall.
15 Neither one however African American, both of
16 them were born outside of the United States.

17 We have eight Hispanic faculty.
18 Probably we will have about the same number
19 next year, although the recruiting for next
20 year has only recently begun, and I can't yet
21 tell how it's going to come out.

22 We have thirteen Asian America faculty,
23 although that include those that were
24 Asian born but who have become citizens or
25 permanent residents of the U.S..

1 In the administration and staff we have
2 a total of ten African Americans and Hispanic
3 in various positions, primarily in student
4 services.

5 Finally though I gather it's not
6 specifically the business of this meeting, I
7 should mention that we have been reasonably
8 successful in recent years of recruiting
9 international students of color, particularly
10 from Asia. Their presence of course adds to
11 the multicultural dimension of the college.
12 They are not American minorities, but their
13 presence on campus has probably been
14 generally supportive of students of color.
15 About 8% of the student body is made up
16 of foreign nationals, although that number
17 includes Canadian, West European, as well as
18 students of color, and I think I will stop
19 there.

20 I do have some figures on admissions,
21 which I gave the stenographer and would be
22 glad to give anybody the literature.

23 MR. CHENEY: Thank you. Karl Lindholm.

24 MR. LINDHOLM: Thank you. I will talk
25 very briefly about some of the concerns I

1 have and some of the projects that are
2 close to me.

3 In responding, just at the outset for a
4 moment to the student pane and some of the
5 responses of the Advisory Committee, in my
6 fifteen years at Middlebury, I just completed
7 a stint of three years as Dean of Students
8 and now I am working on some other projects,
9 largely to do with off-campus duty, but
10 in the fifteen years in the Dean of Students'
11 office, I have learned from talking to
12 students that it is indeed hard to be a
13 student of color at the College of Middlebury
14 no matter what efforts are made on your
15 behalf and how well-meaning some people may
16 be or appear to be. I think of all the
17 isms on our campuses, racism is the most
18 subtle and most complex and the most
19 pervasive.

20 All college students, all of us, but
21 college students especially face
22 discrimination, discrimination everyday. A C
23 on a test in which your roommate received a
24 B, or I may be sitting on a bench playing
25 behind someone who I know is not as good as I

1 am. We fact these discriminations all the
2 time.

3 I think for a student of color on a
4 campus like Middlebury to have to determine
5 to determine whether or not these
6 discriminations are racially motivated is
7 a constant and difficult pressure.

8 I think the racism that we see, most of
9 it is the kind of racism that a
10 sociologist that visited Middlebury a couple
11 years ago, from Cornell, John Delvideo talked
12 about has made his career studying, calling
13 it an aggressive form of racism; racism among
14 the well-intentioned.

15 Pointing out that 85% of all of America
16 says they are not racist, yet he documents in
17 his studies patterns of behavior which
18 conform to racist remarks.

19 Following that I think the more common
20 form of racism in my view that our students
21 face is condecension, a view that all the
22 students at Middlebury are there because of
23 some sort of affirmative program.

24 To agree, that honestly would be unjust.
25 To treat them equally to the white students

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1 doesn't take into considerations or special
2 efforts on their behalf and so forth and so
3 on. You have heard those stories.

4 Now we have a Bicultural Center, which
5 has raised controversy on campus in which
6 fifteen students live. This is the
7 visibility factor. You put eight students
8 of color in the dining hall and it's
9 segregation, not acknowledging that there are
10 one hundred ten to one hundred fifty students
11 of color who are not sitting at that table,
12 who are presumably being perhaps interacting
13 with other students.

14 We ignore the fact that the whole
15 football team seems to go off together and
16 that segregation doesn't seem to bother us in
17 the same way that fifteen students of a group
18 of about one hundred twenty seem to bother
19 us; so there is a visibility I think the
20 spotlight is always on, and I think it gets
21 to be tiresome.

22 I came back to Middlebury after about
23 ten years away teaching high school and
24 working on a graduate degree in American
25 Literature. In order to work in the program

1 that Nick just described, we created another
2 program which at that time in 1976 was a
3 program exclusively for minority students,
4 and also to teach two special writing classes
5 to students who emerged from that program and
6 to work in the Dean of Students' office.

7 That program which has been directed the
8 last couple of years by John Norman is to me
9 the best thing that we do. It's the thing I
10 enjoy the most. It's a three-week program in
11 August. Now we take any student who
12 predicts particular adjustment challenges;
13 students from the the Northeast Kingdom in
14 Vermont, who would be rooming with a a
15 student from DeWitt Clinton High School in
16 the Bronx.

17 We have football players and some
18 international students and we get an early
19 look; we get to meet early with those
20 students who are the neediest in academic
21 terms, and often in other respects as well,
22 and provide whatever support we can at the
23 very outset.

24 I would also comment on a program or a
25 group of people that call itself the Minority

1 Issues Group. This is a group of
2 twenty-five or thirty faculty and staff
3 members interested in supporting students
4 of color on campus. It emerged from an all-
5 day faculty meeting in September about five
6 years ago, and this group wanted to maintain
7 the momentum of that concern. It's an ad
8 hoc group which meets once a month and on
9 special occasions, whose purposes are to
10 advocate for students of color and to work,
11 to plan events and work on events in order to
12 provide a stimulating atmosphere about
13 learning about issues of diversity.

14 I bring these issues up because to me
15 these are part of any kind of a retention
16 effort that will have. Retention efforts
17 will be I think somewhat broader based and
18 above all the numbers of different ethnics.

19 Quickly two other project that I am
20 working on that I think will help us. We
21 are hoping to develop a vigorous sort of
22 domestic exchange school, taking into
23 consideration that 45% of Middlebury
24 students study abroad, 45% of our junior
25 class is abroad this hear in various

1 programs. Other students sometimes study in
2 programs in the States.

3 There is a group at Middlebury of
4 students who feel quot unquote trapped at
5 Middlebury, ironically trapped by financial
6 aid. They can't afford to go anywhere else
7 and our financial aid doesn't travel
8 generally, so we are hoping to develop six
9 exchange schools. It would be a one-to-one
10 exchange where no money changes hands, but
11 students from one school can swap. A lot of
12 schools have it.

13 We have exchanges with Swarthmore in
14 Philadelphia and with Berria in Kentucky as
15 well. Also with James Thompson, we are
16 trying to begin to maintain some momentum
17 in alumni relations. We think it's terribly
18 important to get our minority alumni
19 group engaged on campus. They provide the
20 role model that we sometimes lack in Vermont.

21 Since 1970 we have had a significant
22 number of minority students graduate from
23 Middlebury. They are now into the world,
24 successful, and they came back and provide us
25 with I think with a lot of help.

1 To conclude, I'm not sure why I involved
2 myself so enjoyably and satisfyingly in
3 these efforts, except that the most
4 compelling events in my life outside of
5 Vietnam, were with the Civil Rights events of
6 the '60s. I graduated in 1967. I got a
7 chance to hear a lecture on Jackie Robinson
8 three or four times in high school and I'm
9 a baseball fan, and I hope I realize the
10 limitations of my role, but I do think there
11 is a role for people like me, to play and
12 helping to make Middlebury College and
13 Middlebury, Vermont a congenial place for
14 students of color. Thank you.

15 MR. CHENEY: Thank you. Brenda Andrieu.

16 MS. ANDRIEU: Thank you. What I keep
17 hearing are two splits; one saying that
18 Middlebury College is a wonderful place where
19 everything is beautiful and we believe in
20 cultural diversity and everything gets along
21 well together, and the other is that there
22 are problems at Middlebury College regarding
23 racism.

24 And since the agenda is racism I have
25 come to talk about what my perspective on

1 racism is and how that is affected at
2 Middlebury.

3 My position is that racism is alive and
4 well at Middlebury. One of the major
5 reasons why racism is alive and well at
6 Middlebury is that at Middlebury College, all
7 the people in decision-making positions at
8 the college are white males, and unless you
9 are sharing power with people of color, where
10 they can make decisions also, you get an
11 imbalance in what affects them, the policies
12 that are affecting them. They are not able
13 to decide for themselves and there is
14 distemperate.

15 Some people have talked about the
16 recruitment of minority faculty and staff,
17 and maybe not maintaining faculty and staff
18 once they are here, once they are here at
19 Middlebury College. One of the references
20 that once they are hired, they find out that
21 they have no role to play in the decision
22 making. Also if they are hired at one
23 position, they find out that that's where
24 they stay.

25 They talk about the Cinderella Syndrome

1 or the glass ceiling. For ethnic minorities
2 there is a cement ceiling. You don't see
3 anything up there. You don't move. So
4 they move out.

5 When it was spoken about the number of
6 African American and Hispanic on staff, I am
7 not in a decision-making position, so
8 therefore my numbers may not be correct, but
9 as far as I am aware, there is only one
10 African American who is tenured at Middlebury
11 College, and there is one African Hispanic
12 faculty member on the tenure track. Now
13 there may be one or two more that I don't
14 know about, but those are the only two that I
15 know about.

16 The other people that are mentioned as
17 faculty as far as African American, as far as
18 I know aren't not on the tenure track.

19 Like I said I am not part of the
20 decision-making process, I could be
21 completely wrong about that.

22 The other thing is that the Hispanic
23 faculty that were mentioned, I think one of
24 the discomforts that Hispanic students have
25 is, to my knowledge, before last year, there

1 were no faculty who were Hispanic, who were
2 born in the United States.

3 Now we have a Hispanic person that I
4 believe was born in Puerto Rico, but that's
5 not the same as someone being born in New
6 York or California, somebody who
7 understanding Chicano or Mexican American
8 cultures.

9 And as some of these students talked
10 about, the need not to just study Latin
11 American culture from South American, but the
12 need to study it and understand what is
13 happening in the Latin American cultures here
14 in the United States of America.

15 When I say cultures there is more than
16 one culture of a Latin American here in the
17 United States of America, and we are not
18 dealing with any of that; and when we put
19 people on staff and say that, okay, we have
20 got Hispanic here, and not dealing with --
21 that's like saying, okay, I bring this person
22 from Germany and he understands what happens
23 to somebody in Chicago, you are an America
24 who is in Chicago. That's not true. That
25 is just not true.

1 But that's basically what we are saying,
2 and like I said, I could be wrong about this,
3 but I don't believe that any of the faculty
4 represents mainland U.S.A. Hispanic cultures,
5 and that is something that the students feel,
6 at least they have told me that they felt
7 uncomfortable about, and students need the
8 support of people that they can identify
9 with.

10 I think one of the students was talking
11 about how he was recruited by one of our
12 faculty staffpersons who was African
13 American. He made the decision to come here
14 because that person reached out to him.
15 That is a need for a Hispanic American
16 student also and I think it really is -- it
17 has been a misnomer that Hispanic American
18 have been actively recruited, and they need
19 more support once they get here. Both the
20 African American and the Hispanic and the
21 Asian, all three of those groups need more
22 support.

23 We are not actively recruiting Native
24 American students, which probably we should
25 be doing also.

1 So we at Middlebury College have a lot
2 of work to do in those areas. Faculty when
3 they are hired are hired, and staff when they
4 are hired are pretty much recruited and hired
5 as though they are to work with the general
6 student population.

7 I was here when a faculty from the
8 University of Vermont was saying he was
9 recruited as any other faculty member, at
10 least he thought, but once he got here he
11 found out he was recruited as a person of
12 color and that bothered him.

13 I think what bothers us people of color,
14 is that if we knew we were being recruited as
15 people of color, that would be different; to
16 work with minority students, that would be
17 different; but they are telling us one thing
18 and what they expect from us is something
19 different; so we are recruited because they
20 are not racist and like these people said, we
21 don't want to deal with racism here, and I
22 think that is what you have heard from some
23 of people saying, well, no, we don't really
24 have a problem. We have cultural diversity,
25 everything is beautiful, because they don't

1 want to deal with the real issue of racism,
2 so we are recruited like there is no racial
3 problem and you are to deal with all of the
4 students, but once you get into that
5 situation, you find out. You have got your
6 job to do the same as the Euro-American who
7 was hired next to you, but he doesn't have
8 the expectation that he is going to do extra
9 work and be that token for that minority
10 student.

11 The student feel short-changed because
12 you can't give them all the attention that
13 they need and that's the reason the students
14 were talking about the need to have somebody
15 who is working directly and committed to that
16 issue of working and supporting them, because
17 they don't have anyone who is committed to
18 working and supporting them. They do spend
19 an exhorbitant amount of time writing
20 proposals, lobbying, planning financial
21 plans, and flunking classes. Very competent
22 students, I have seen them come and I have
23 seen them go; students who could have
24 graduated and made us very proud of them as
25 Middlebury graduates, but they got bogged

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down.

I have seen seniors bogged down, not who had been very competent, but they had to have their theses held for awhile so they could finish that, because they had been working on something like getting the Bicultural Center going.

Racism is reflected in the way students relate to each other. Racists incidents do happen on campuses and in the community, and as we all saw this report at that came out pretty much saying this was just a disagreement, it wasn't really racist.

I think there are a number of students at least that have talked to me that have had racial slurs directed at them, both in the town and at Middlebury. I think that Middlebury does tend to be pretty much a supportive community. I am not trying to paint a total horrendous picture, but to say that it's not there is incorrect also, because it does happen, and most of the students who are visible minority had had it happen to them.

I think you get a different, when you

1 have like, you know, there was this woman who
2 was from Puerto Rico who was talking here
3 earlier saying that she didn't feel that
4 here. Well, when people see you and they
5 see color they react differently than when
6 they see a person who look basically as they
7 do, and they are not as much maybe related to
8 what your his historical background is, but
9 to the visible minority that you are.

10 So that the students at our campus have,
11 most of them have experienced some kinds of
12 racism, and even the ones who seem like they
13 are very culturally adopting very well to the
14 system, sometimes these are the students who
15 are experiencing the most racism.

16 Sometimes all of their friends are
17 white. They go every place with them. But
18 what happens is they hear all of these
19 things, all the jokes, all the put downs
20 about people that look like them, and they
21 kind of brush it off so they can keep going
22 and keep surviving and keep relating.

23 I guess I have to say one other thing.
24 I am from the Counseling Center so I get the
25 person problems, so I know what these

1 students are grieving over.

2 And students also are malicious to each
3 other when there is interracial dating; and
4 that certainly is racism also, when other
5 people regards to their color, when they are
6 the same color or a different color are
7 telling others it's not okay for you to
8 associate with a certain person or be
9 intimate with a person because of their color
10 and a lot of that happens at Middlebury.

11 MR. CHENEY: May I ask you to finish up,
12 please?

13 MS. ANDREIU: Yes. I am sorry. We do
14 have supportive groups at Middlebury the way
15 a lot of people have mentioned, but I think
16 it's really important that we as concerned
17 people, and I would say all of us here on the
18 panel are concerned, we do speak up when we
19 find minorities being excluded
20 inappropriately or included as token in
21 inappropriately. Thank you.

22 MR. CHENEY: Thank you. John Walsh.

23 MR. WALSH: As the Chaplain at the
24 College for the past six years, I have had
25 the same opportunity that Dr. Andrieu has had

1 in meeting students outside of a classroom
2 and sometimes even out of the academic
3 context to talk about personal issues.

4 A lot of students perceive levels of
5 discrimination and prejudice. That
6 perception makes it for them a real
7 experience, and that reality has to be
8 addressed and dealt with.

9 David Duke represents I think not an
10 anomaly of the political system, but I think
11 he represents a mainstream of undercurrent
12 of hostility, of anger, of fear and pain
13 in the America society today, worried about
14 what little I have got and who is going to
15 take it away from me.

16 What David Duke represents and what
17 Gallop suggests, or at least the exit poles
18 suggest to us from his recent campaign in
19 Louisiana, was that a majority of white males
20 in that State voted him or supported him.
21 That tells us I think that we have a very
22 serious problem that has to be addressed.

23 People have these fears they are losing
24 something, always afraid that something is
25 being taken away from them by other people,

1 another group, other classifications;
2 perception on both sides of fear and
3 alienation and being lost in the system that
4 it's running away from them.

5 I have been asked to address the
6 religious aspects of this question, although
7 I teach courses that are related more to
8 the political and racial question than I do
9 -- I may be the Chaplain, but I don't teach
10 any religion courses. There is a growing
11 religious diversity in our college as well as
12 as in our community and our state. There is
13 a growing critical mass, to use Dean
14 Lindholm's favorite term, of religious
15 diversity. This is not the white Protestant
16 state it once was.

17 We have at Middlebury more Jewish
18 students and Jewish faculty than we have
19 ever had. In fact this year we have our
20 first ever Rabbi. We have him once a
21 month, but that's progress. That's enormous
22 progress.

23 We have a new professor of Islamic
24 Studies, new this year, to begin a program.
25 The Arab language is perhaps the next part of

1 that Islamic studies program.

2 We have more Muslim students now than we
3 have ever had. Over the past five years I
4 would argue the presence of those Muslim
5 students and their active visibility within
6 our community went a long way to keeping a
7 lot of I think the public prejudices toward
8 Arabs and Muslims that existed in this
9 country last year to a minimum, because we
10 knew them. We were friends with them. We
11 ate with them, we studied with them. There
12 was a new awareness of who they were, the
13 diversity of that group, and I think a better
14 understanding of who they were as opposed to
15 the stereotype.

16 I think that same is true of the Judaic
17 Studies Program; of the higher number of
18 Jewish students and the presence of a Rabbi
19 on campus now, although not enough.

20 I think there is a better awareness
21 of these kinds of issues, and Jonathan and I
22 have this discussion on a regular basis, and
23 I am glad he didn't go much further in
24 discussing that African American history
25 class that he talked about, because I taught

1 the course the following year.

2 We have a growing religious diversity;
3 more Catholic students than we have ever had.
4 A greater awareness of the local Catholic
5 parish of the college on the campus than has
6 ever existed.

7 I think that growing awareness and these
8 growing numbers has produced a healthy
9 dialogue and a growing understanding. I
10 argue the greater the diversity and the
11 greater the numbers, the more likely we will
12 reach a better undering, but that greater
13 diversity creates greater tension; but I kind
14 of like the way (Inaudible) puts it, when he
15 says "Tension is nothing more than ecstasy
16 bound up in chains waiting to be set free."
17 Thank you.

18 MR. CHENEY: Thank you. Charles
19 Kittrell.

20 MR. KITTRELL: My name is Charles
21 Kittrell and I am a Sergeant with the
22 Middlebury College Security Department, and
23 I was only notified at the last minute about
24 this. I had to replace my director who
25 couldn't make it for this, so I don't have

1 too much prepared, but I guess the reason for
2 this meeting is to discuss sources of
3 bias-related tensions on college campus and
4 possible solutions, and I only started at
5 Middlebury back last October. Until then I
6 worked at Colby College in Waterville, Maine,
7 for thirteen years, and I never actually ran
8 into any problems.

9 The only real problem I saw at Colby was
10 about three years ago during the Martin
11 Luther King Day celebration. Some idiot lit
12 up a cross on one of the academic building
13 lawns and we never found out who did it.
14 That's about the only thing I remember
15 happening at Colby during my time there and
16 I have seen knowing here at Middlebury since
17 I have been there.

18 I think looking at the source of racial
19 tension, hatred, bigotry, prejudice, in my
20 view only just about the greatest source or
21 perveyor of hatred, bigotry in this country
22 is the media. I don't know if the media is
23 here today, but I think that is one of the
24 greatest perveyor of racial tensions.

25 You know, children, talking about

1 college kids, these kids came up, they grew
2 up watching T.V., going to the movies and
3 getting to form a lot of opinions in the way
4 they think from watching what they see and
5 read. We did it and they are doing it
6 today.

7 I think if that, T.V. media especially,
8 I think is the worst perpetrator. As you
9 sit and watch T.V. and anytime there is a
10 special or anytime any program is done
11 on anything concerning crime, drug abuse,
12 welfare, prisons, homelessness, prostitution,
13 teenage pregnancies, poverty, street gangs,
14 what is the focus on? Blacks; Blacks and
15 Hispanics, and we get -- we sit and watch
16 T.V. We all know what a powerful medium
17 the media is and the news media, and we get a
18 lot of opinions formed by those people, and
19 if you got kids now that sit and watch that
20 every night they are watching T.V., they are
21 going to the movies, even the college kids,
22 you watch these programs, I watch them and I
23 see them, and you notice the focus is always
24 on Black people or Hispanics. It's very
25 seldom when you see a white face mentioned or

1 white person.

2 I would like to relate to you a letter
3 that I wrote, I personally wrote myself to
4 five T.V. programs, which was 48 Hours,
5 20-20, Sixty Minutes, Sunday Morning, and
6 Nightline. I sat down and wrote a letter,
7 this was way back a year ago. I wrote this
8 letter to these programs pertaining to what I
9 am talking about here. I have a rough draft
10 of it. It's not very much. The letter is
11 addressed to the controllers of the three
12 major T.V. networks and cable.

13 It says, "I am a black man who has been
14 watching and getting a lot of information,
15 having a lot of opinions formed by the T.V.
16 media. There is something that is going on
17 that is always done and continues to do, that
18 the T.V. media continues to do. It seems
19 to me no one seems to notice that every time
20 one of these programs is done, the focus is
21 on black people. The black face is the first
22 face you see and is usually the last face you
23 see on those programs."

24 I went on to say, "If you don't think
25 so, please tell me and all of the other black

1 people in in country why is it that whenever
2 there is a news item done on a T.V. special
3 like Dan Rather's 48 Hours, Hugh Downs and
4 Barbara Walters 20-20, Sixty Minutes or
5 Charles Kuralt's Sunday Morning or even
6 Ted Kopple's Nightline, whenever there is a
7 program done about one of these topics, the
8 focus is always on black people."

9 These college kids, they are watching
10 this. The little kids are watching this as
11 they come up. They are watching these
12 programs. I notice that every now and then
13 you see a white face, but very seldom. The
14 focus is mainly on blacks.

15 I am sure that if you looked around that
16 somewhere in this country you can find white
17 people that use drugs or abuse drugs or sell
18 drugs. If you look hard enough you can find
19 a white neighborhood to send in the Drug
20 Enforcement Police and kick down the doors
21 and handcuff a guy and drag him out leaving a
22 white mother clutching her little baby crying
23 for a change.

24 If you think about it, think back,
25 everytime you saw one of those programs, what

1 did you see? Kicking down doors of black
2 guys, arresting black guys, like they are the
3 cause of the problem. As you grow up in
4 this country seeing that continuously you are
5 going to think that the black people and
6 Hispanics are the cause of the whole problem.

7 I said, "I am sure there are just as
8 many, if not more, white homeless people out
9 there than there are blacks, but the focus is
10 almost always on black people."

11 When I wrote this letter it was way
12 back last year, and I had recently watched
13 the program on teenage pregnancy on Dan
14 Rather's 48 Hours, and as usual the focus was
15 on black teenagers. The reporter
16 interviewed a black teenage father and a
17 black teenage mother, and the only white
18 teenage mother they showed, which was only
19 for a few seconds, had her face bleeped out,
20 but the blacks were shown full frontal, open.

21 I don't know if you ever noticed this,
22 but sometimes they bleep out the white
23 faces, but the black people, they are shown
24 full frontal, and you can see everything as
25 he interviews them right straight on.

1 I say, "Correct me if I am wrong, but I
2 really do believe there is someone in the
3 media someplace, some person or persons who
4 is actually paid to makes sure that whenever
5 a program like that is done, that the focus
6 is on blacks, Hispanics, sometimes even
7 Native Americans; Asian Americans. We all
8 know you watch T.V. and you see it, and from
9 now on I hope you notice it and maybe pay
10 more attention and start to do something
11 about it.

12 Knowing how apathetic the white attitude
13 is in this country toward us blacks, Hispanic
14 problems, African, Asian, is it the aim of
15 the media to cushion whites from the
16 seriousness of the problem for fear that if
17 whites see more blue-eyes blondes in trouble
18 that they might start to be made more aware
19 of something of the problem and sought to
20 demand that something be done about it;
21 thereby making our Government pay more
22 attention to what is going on, to what is
23 going on in this country, rather than what is
24 going on in Poland or the Middle East or
25 Romania or West Germany or whatever.

1 I see that the T.V. media has such a
2 profound impact on our beliefs, and we all
3 know that it does, the media could do so much
4 to ease prejudices and hatred and separatism
5 in this country if it really wanted to. I
6 think programs like Webster, Different
7 Strokes, let's take those for a change. You
8 say they are usually raising a little white
9 kid or raising a white person. I think it
10 would do so much just for a change to see a
11 black family raising a little white kid.
12 Have we have ever seen it? We have never
13 seen a black family raising a little white
14 kid. The kids grow up and see this, so
15 naturally the kids get the idea that the
16 whites is the top and the blacks people
17 always are the bad people, the blacks and
18 Hispanics."

19 I recentaly watched a program, this was
20 back last year, when I wrote the letter, it
21 was movie called "Murder in Black and White,
22 and it featured Richard Crenna and Diane
23 Carroll, and of course Richard and Diane were
24 shown in an intimate relationship, even
25 kissing. When was the last time we saw a

1 black man and a white woman even in the hint
2 of an intimate relationship.

3 The T.V. media, in practicing this rule,
4 seems to me a little apartheid system of
5 keeping everybody in their place. Any time
6 you see a program where you see there is a
7 black and white relationship, it's a black
8 woman and a white man. When since "Guess
9 Who's Coming to Dinner" have you ever seen a
10 relationship between a black man and a white
11 woman, and even in that one you never saw
12 Sidney Poiter and the woman in an intimate,
13 even an embrace. If you remember they always
14 stayed apart.

15 I think that things like that is what
16 purveys separatism, bigotry, racism and the
17 media plays the greatest part in this country
18 by keeping us separated.

19 I went on to say that, "If I were a
20 little white kid coming up in this cultural
21 right, I think by the time I got grown up I
22 would be prejudiced too, because look at what
23 I see all the time."

24 So I think the colleges, start in the
25 colleges, if we are really serious enough

1 about wanting to get rid of the racism, we
2 would right letters to the T.V. news media
3 and let them know that you are sick of seeing
4 this continuously of black people, Hispanics,
5 Native Americans being portrayed always as
6 the bad people. Shows us that white people
7 do it too. Just be equal; that's all. Just
8 equality. Show us that everybody does bad
9 things.

10 MR. CHENEY: Thank you, very much. Mr.
11 Thompson.

12 MR. THOMPSON: Thank you. My name is
13 James Thompson, from the Admissions Office,
14 and I have been there for three years. I am
15 a graduate of Middlebury 1987.

16 Middlebury has talked about the King
17 Report of 1968, the Twilight Report, and
18 there is another report that we just
19 completed. Dr. Norman completed a report on
20 Enhancement Lives of the Students of Color
21 on campus, and these three reports are
22 basically saying the same thing. We talk
23 many, many years apart.

24 One area that I can say Middlebury has
25 done very well is in the area of recruiting.

1 Within the last four years we have recruited
2 or more students have matriculated to
3 Middlebury than in the previous nine years.

4 When we talk Hispanic students, in the
5 past four years, Hispanics and Latino
6 students, more Hispanics and Latinos have
7 matriculated to Middlebury than in the past
8 fifteen to twenty years, so we are doing a
9 fairly good job in that respect.

10 But as you know, no group is
11 homogeneous. Some of the areas I think that
12 Middlebury needs to improve on is creating
13 diversity within the ethnic groups that we
14 target. We need to do more than just going
15 to New York and looking for African
16 American students. We need to do more than
17 just going to Florida or California in search
18 of Hispanic or Latino students. We need
19 to create the diversity within that Hispanic
20 group. We need to look for students that
21 are from Cuba or have that background, have
22 that cultural. We need to look for
23 Chicanos; and we need to look for all types
24 of students, and we need to look for students
25 from the African dissent that are from the

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Islands.

It's not just enough for us to go into the New York area or to California, to Florida, and feel that we have created diversity on campus.

I also feel that Middlebury needs to increase the number of Asian Americans. I can say that this year we are doing a better job at targeting that group.

Some of the things that have made Middlebury successful, one is the task force we developed in New York, Boston and D.C., and these task forces are made up of Middlebury alumni of all colors. They are made up of college counselors. The group is made up of principals and other people that are involved in education.

This group helps us to identify students that will meet with success at Middlebury. Now by no means is Middlebury an institution for all students of color. There is a certain type of student that will be successful at Middlebury because racism does exist there at Middlebury.

There is a hidden racism; there is

1 unintentional racism; and some blatant
2 racism. It may not be there on
3 Middlebury campus. It may happen in town.

4 Coming to Middlebury in '82, and this is
5 sort of a piggyback offer of what you were
6 mentioning about television, there was
7 nothing on television at this particular time
8 that was positive, when you looked at the
9 black male, nothing at all. You looked at
10 the Jeffersons. You talk about anything on
11 television, everything is negative.

12 I remember as a student going down to
13 the Grand Union. It was late and stayed open
14 twenty-four hours. I am sitting in a
15 parking lot, trying to count my change to go
16 into the store to buy some Pepsi or something
17 like that, and I noticed a lady come out.
18 It's about twelve thirty at night. She is
19 coming out their door and I am parked next to
20 her. She comes out with her basket and
21 she gets up to the car and she sees me
22 sitting there and she takes off and runs back
23 inside the store.

24 It may seem funny to you, but can you
25 imagine how I felt as a black male. The

[]
1 fact that there was, at that particular time
2 we didn't have a John Norman, a black male on
3 campus. We did not have Professor Wyatt,
4 no one I could go talk to; no one I could go
5 and tell about this particular incident, but
6 it left a negative scar in that respect.

7 So it may not be on campus. It may be
8 off campus. Middlebury has done well in
9 some other areas, but with a large influx of
10 studentss within a short period of time, you
11 are talking in the past four years, close to
12 one hundred sixty students of color we have
13 brought to come campus.

14 As I mentioned that is more than we had
15 in nine years previously. So just as
16 quickly as we are successful there, we need
17 to move as quickly in creating an environment
18 for these students, an environment that would
19 help them meet with success.

20 I note we don't have very time, so I am
21 not going to continue on. Nick Clifford
22 covered a lot of the things that I was
23 planning on talking about. I think that is
24 pretty much it.

25 MR. CHENEY: Any questions from the

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panel.

MR. HAND: For the record, we have haven't covered this, and this is true for UVM and Middlebury. I wonder, there must be a large percentage of students who when they enter college will enter the most culturally diverse environment they have ever experienced up to that point, and this is true of both minority or majority students, and I wonder if in the counseling or anything if anything of us are concerned about this or if there is any mechanism to deal with this?

MR. WALSH: In a conversation I had with a student a few days ago commenting to me that she had never in her life studied in a classroom with an African American, and she was African American herself.

The ramifications of your question are profound. Yes; we see these students from time to time who talk about these feelings.

MR. HAND: Is there anything structurally, programmatically that we have to deal with it?

MR. WALSH: The Pre-enrollment Program is one way that we deal with that issue,

1 because in some cases we are bringing
2 students out from the innercity, the DeWitt
3 Clinton partnership, students living in the
4 Bronx, a predominantly all black institution
5 and for some of those students, this is night
6 and day. You are coming from literally an
7 all-black environment to the whitest state in
8 America; so the Pre-enrollment Program is a
9 way for us to in some way help these students
10 to make that change.

11 MR. CHENEY: I have a question for you.
12 You mentioned something about recruiting the
13 faculty member that represent mainland
14 Hispanic culture, and given the fact that
15 even that culture must be diverse, how is it
16 possible to do that? Seems to me that --

17 MS. ANDRIEU: Yes, we have Latino
18 faculty at Middlebury College, but as far as
19 I know they are either white European
20 American, or they are Hispanic, who have been
21 born in South America, except we have one
22 person now I believe who was born in Puerto
23 Rico.

24 What I am saying is that it would good
25 to recruit Hispanic people who are born in

1 the U.S., who have the same cultural
2 background.

3 MR. CHENEY: Let's say you found that
4 person, wouldn't he or she be under the same
5 disability as any minority people?

6 MS. ANDRIEU: I am saying they should
7 speak for all. I am saying they should be
8 represented. They should be here. We
9 should be looking for them. We should hire
10 them. There are -- I guess, I am going to
11 say Hispanic Americans born in the U.S.A. who
12 have college degrees and graduate degrees
13 that we could recruit to work at Middlebury.
14 I am not saying that one person could speak
15 for all Hispanic American students. They
16 could not. I cannot speak for all African
17 American or Indian students, though I have
18 that heritage. I couldn't possibly do that.

19 However sometimes I might be pulled
20 out to do that, and that's wrong. That is
21 inproper inclusion, but still there should be
22 more people of African American heritage
23 hired and they should be in decision-making
24 roles and not just there visible.

25 MR. CHENEY: I understand. Any other

1 questions.

2 MR. WYATT: If I understood you, you
3 were not talking about minority students but
4 the majority students of color. The only
5 thing I can think of programmatically that
6 we can do is that in the freshman orientation
7 there is an effort to open up these questions
8 and to show people how to deal with them.

9 Of course that is the wedge with which
10 the poor kid is being hit, with different
11 directions, so it may go in one ear and out
12 the other.

13 It's also a student-to-student, it's a
14 major part of the orientation program; and
15 it's always student-to-student and a number
16 of those students are participating.

17 MR. CHENEY: Thank you all for coming.
18 We have been at it all day and you have been
19 wonderful to come and give us your time and
20 incite. I think it has been a very helpful
21 group.

22

23 (Hearing concluded - 5:00 P.M.)

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I, Wynona H. Glover, Notary Public and Court Reporter, hereby certify that the foregoing 277 pages, inclusive, are a true and accurate transcription to the best of my ability of the United States Commission on Civil Rights Hearing, held Monday, February 10, 1992 at 9:00 in the Memorial Lounge, Waterman Building, 85 S. Prospect Street, Burlington, Vermont, before the Vermont Advisory Committee, Burlington, Vermont.

Wynona H. Glover

Wynona H. Glover