

Proposal for Specialized Student Support at The New School

Submitted by the University Diversity Subcommittee

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A Climate for Diversity at The New School

Can we assure that diversity is a priority both currently and for future capacity building in the areas of:

Funding, support & institutional commitment?

Policy formulation?

Student Life?

Academic Life?

Housing & Residence Life?

Campus safety, harassment, addressing inequities?

Counseling, support & health?

Recruitment and retention efforts?

2000 US Census Data -Ethnic/Racial

Race/Ethnic Identities	% of NYC	% of US pop.
White	43.9	73.90%
Black or African American	25.1	12.40%
American Indian and Alaska Native	0.3	0.80%
Asian	11.7	4.40%
Native Hawaiian and Other Pacific Islander	0	0.10%
Some other race	17	6.30%
Two or more races	2	2.00%
Hispanic or Latino (of any race)	27.6	14.80%

The New School Enrollment Race/Ethnicity

Fall 2007	% of enrolled
African American/Black	5.6%
Native American	0.3%
Asian American	9.3%
Hispanic	6.6%
White	44.4%
Unknown	13.8%
International	22.00%

Lesbian, Gay, Bisexual, Transgender, Queer or Questioning Populations

New York City 6% -or 272,493 estimated population

(Source: ACS/US Census)

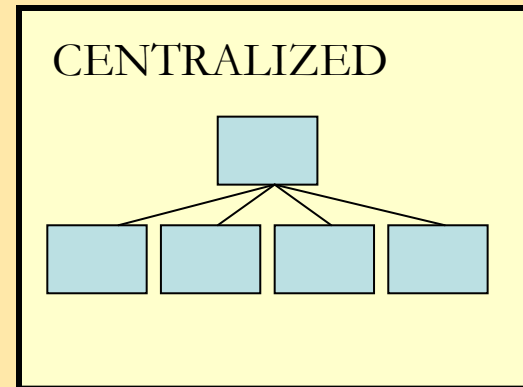
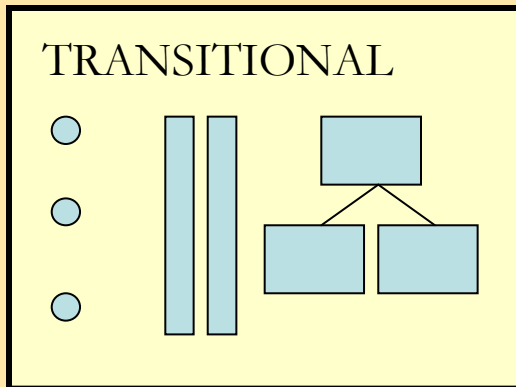
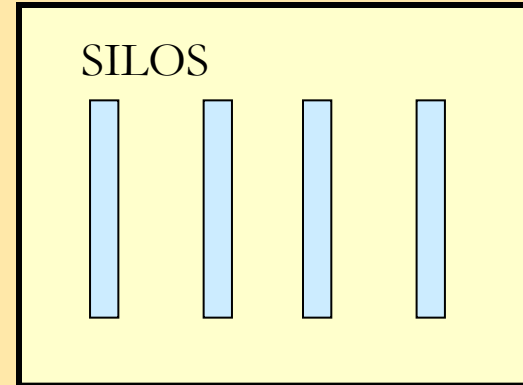
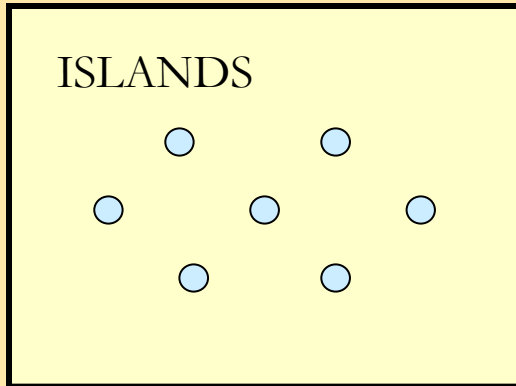
New York State 4.2% -or 592,337 estimated population

(Source: ACS/US Census)

Factors to consider:

- Little data exists internally that allows a determination of the number of individuals from sexual minority groups on The New School's campus
- Due to the lack of support on many campuses and social stigmas related to being a sexual minority, students may not readily identify as being Lesbian, gay, bisexual or openly challenge gender norms.
- About 10% of the respondents of a quality-of-life survey in residence halls at a large academic research institution identified as being sexually attracted to someone of the same sex

Models of Campus Change*



Pros and Cons of Campus Change Models*

Islands

- Pros - Dedicated individuals or pockets as a resource, useful as a resource
- Cons - Specific interests, territorialism/ownership, resistance to centralization, individual burnout

Silos

- Pros - Faculty concern for specific academic requirements, groups concerned with diversity issues
- Cons - Territorialism/ownership, duplication of efforts, unresponsive to institution wide issues

Transitional

- Pros - Achievable, impacts wider campus, increases campus awareness of diversity
- Cons - Lack of clear direction, possible marginalization, budget vulnerability

Centralized

- Pros - integration; efficiency; one stop student service
- Cons - Disassociation; lack of ownership; marginalization; lack of spontaneity

* Adapted from Internationalization of the College/University Campus by Dr. Joseph D. Tullbane, Associate Dean for International Education and Outreach St. Norbert College De Pere, Wisconsin

Successful Strategies*

- Dedicated Professional Staff (Staff Development)
- Dedicated Leadership (High Level Emphasis)
- Organizationally Placed to Maximize Effort, But Maintain Relationships
- Dedicated Budget (Operational & Developmental)
- Entrepreneurship

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Diversity Related Work in Other Institutions

Vassar College

Offices/Structures: ALANA Center & Blegan House (cultural centers)

Relationship to Academic Mission: Encouragement of excellence and respect for diversity are hallmarks of Vassar's character as an institution. The independence of mind and the diverse intellectual interests of students are fostered by providing them a range of ways to meet our curricular expectations. The structure of the residential experience, in which students in all four classes live in the residence halls, obliges students to master the art of living cooperatively in a diverse community. Diversity of perspective is honored as well in the college's system of shared governance among all the constituencies of the institution.

Leadership: Associate Dean of the College for Campus Life, Associate Director of Campus Life/ALANA Programs, Assistant Director for Campus Life/LGBTQ Programs, Administrative Assistants, interns

Programming: Student advising and support (by appointment or drop in), for crisis/emergency response, personal, family, or medical difficulties or emergency situations that threaten to impact a student's academic performance. Leadership, educational and training opportunities for students, faculty & staff, community building, antiracism training, intergroup dialogues, student group support, community space/meeting facilities, resource center (library), office space for student groups

Diversity Related Work in Other Institutions

New York University

Offices/Structures: Center for Multicultural Education & Programs (A division of student affairs),

Relationship to Academic Mission: From the composition of our faculty and student body to the content of our curriculum, we should prize the invaluable contribution that diversity makes to our community and should pledge to strive every day to make NYU more closely reflect the embracing nature of its global urban home. In making diversity a priority at NYU, the Center presents interactive and intercultural training sessions, thought-provoking presentations, and innovative educational activities that enhance a deeper understanding of the multicultural nature of our campus community. Through diversity education, we seek to develop and create a sensitive, safe, respectful, and inclusive campus environment.

Leadership: Assistant Vice President for Student Diversity Programs and Services, Director of the Center for Multicultural Education and Programs, Coordinator for Diversity Education & Training, Program Directors (2), Program Staff (2)

Programming: educational programs, orientation, community welcome, alumni relations, student support, seminars, cultural, educational, and leadership programs (e.g. ISM project, Forum on Social Justice and Activism, FACTS, Career Advantage Internship Program, Voices Raised, student of color campus groups; LGBT services offers advising, advocacy, career networking, counseling and referrals, education and training, event sponsorship, leadership development and weekly discussion groups for members of the LGBT community at NYU.

Diversity Related Work in Other Institutions

Columbia University

Offices/Structures: Office of Multicultural Affairs

Relationship to Academic Mission: Columbia is dedicated to increasing diversity in its workforce, its student body, and its educational programs. Achieving continued academic excellence and creating a vibrant university community require nothing less. Both to prepare our students for citizenship in a pluralistic world and to keep Columbia at the forefront of knowledge, the University seeks to recognize and draw upon the talents of a diverse range of outstanding faculty, research officers, staff, and students and to foster the free exploration and expression of differing ideas, beliefs, and perspectives through scholarly inquiry and civil discourse. In developing its academic programs, Columbia furthers the thoughtful examination of cultural distinctions by developing curricula that prepare students to be responsible members of diverse societies. In fulfilling its mission to advance diversity at the University, Columbia seeks to hire, retain, and promote exceptionally talented women and men from different racial, cultural, economic and ethnic backgrounds regardless of their sexual orientation or disability status.

Leadership: Vice Provost for Diversity Initiatives; Associate Dean of Student Affairs/Office of Multicultural Affairs, Assistant Dean of Multicultural Affairs/Office of Multicultural Affairs, Associate Director of Multicultural Affairs, Assistant Director of Multicultural Affairs, Program Assistant for Diversity Education & Training, Program Assistant for LGBT Programming, Financial Assistant, Student Development & Activities, Administrative assistants

Programming: Intercultural House (residential component), Intercultural Resource Center (encourages activism and justice), cultural spaces (lounges), critical intellectual inquiry (programs, events), arts programming, “Voices Raised” (teach-in series for campus community), mentoring (students of color & queer students), advocacy, leadership and training opportunities, antiracism coalition building, support for student organizations

Rationale

Specialized support and services for these often marginalized students brings many potential benefits to The New School.

- Demonstrates a commitment to all students and their exploration of identity
- A natural alignment to TNS Academic Mission and Goals
- Current realization of the historical philosophy of the institution
- Assists in retention and the academic success of students
- Provides a proven support structure for New School students (and brings TNS in line with competing institutions across the U.S.)
- Helps build the infrastructure to respond to projected enrollment trends (i.e. increasing enrollment of student of color in coming years)
- Promotes academic excellence
- Supports recruitment and retention of a diverse and innovative faculty
- Provides essential opportunities for meaningful cross-cultural interaction

Proposed Positions:

The Assistant Directors for Intercultural Affairs/Intercultural Services (Students of Color/ALANA)

The Assistant Directors for Intercultural Affairs/Intercultural Services (LGBT Students)

Description:

Assistant Director for Intercultural Affairs/Intercultural Services is responsible for coordinating specialized support services and enhancing major diversity initiatives pertaining to students of color and Lesbian, Gay, Bisexual, Transgendered and Queer and/or questioning students.

Assistant Director for Intercultural Affairs/Intercultural Services

Responsibilities might include:

- Providing additional advising and support for Students of Color and/or LGBTQ students regarding academic, extracurricular, cultural and personal matters;
- Gathering and analyzing pertinent data (i.e. conduct surveys and focus groups) to better determine needs of these populations; establish assessment tools and outcomes for services provided; identify potential gaps
- Coordination of campus wide-events and workshops specifically geared towards Students of Color and LGBTQ students;
- Assessing the needs of Students of Color and LGBTQ students at each division and work with existing departments to offer further programmatic support;
- Advise the Provost Office on matters of Academic Planning related to University academic goals; Offer support in university wide efforts on the first year experience and retention efforts;
- Work in collaboration with the office of Intercultural support to help develop educational and social opportunities focused on intercultural issues;
- Support and facilitate meaningful cross-cultural interactions among students, faculty, staff and community;
- Establish and strengthen relationships with cultural organizations in NYC to promote additional programming, projects and career and internship opportunities;
- Advise and support fund development efforts to strengthen and build capacity for similar work across the university.

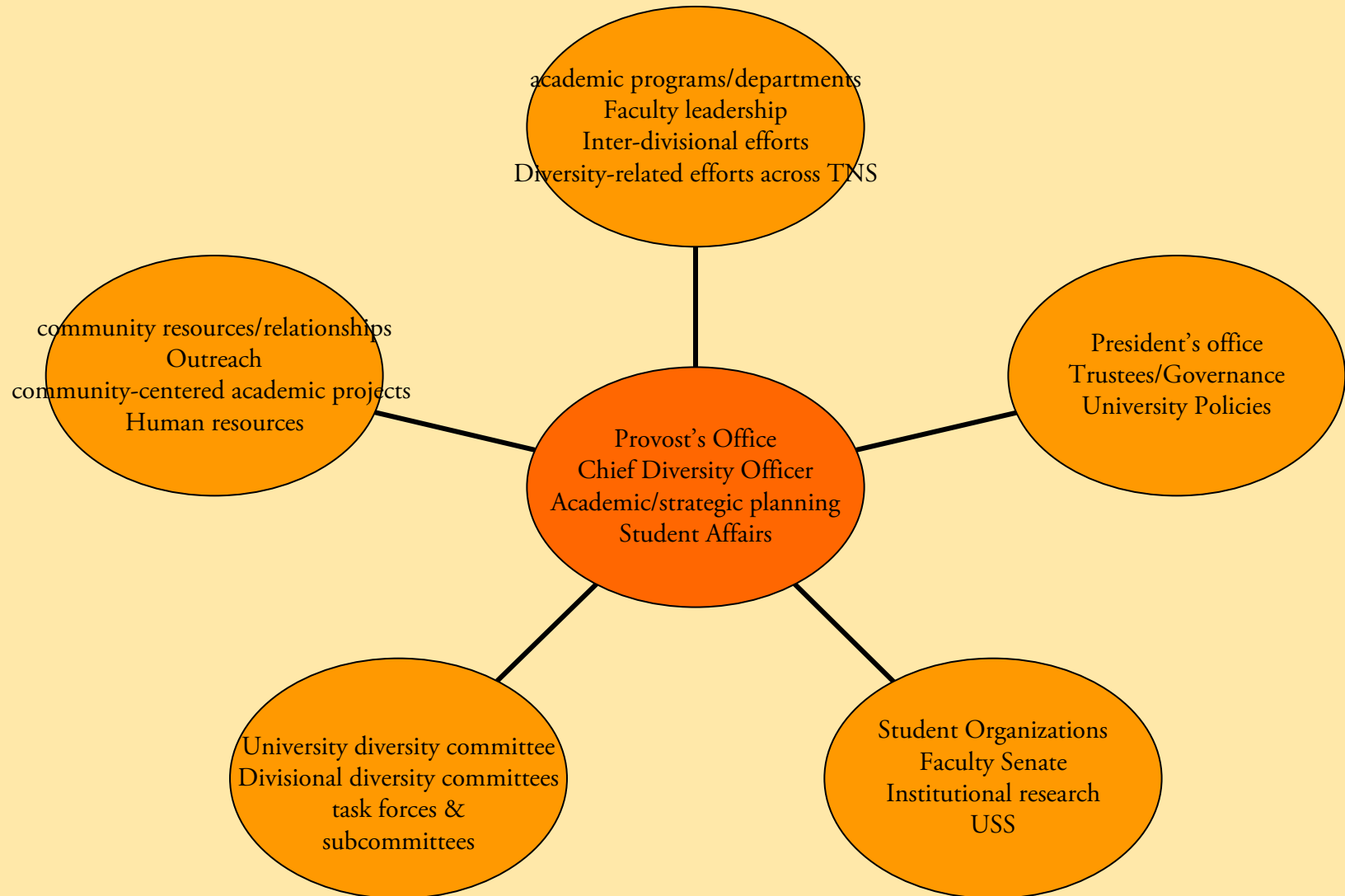
The Assistant Director for Intercultural Affairs/Intercultural Services

Knowledge and Skill Requirements:

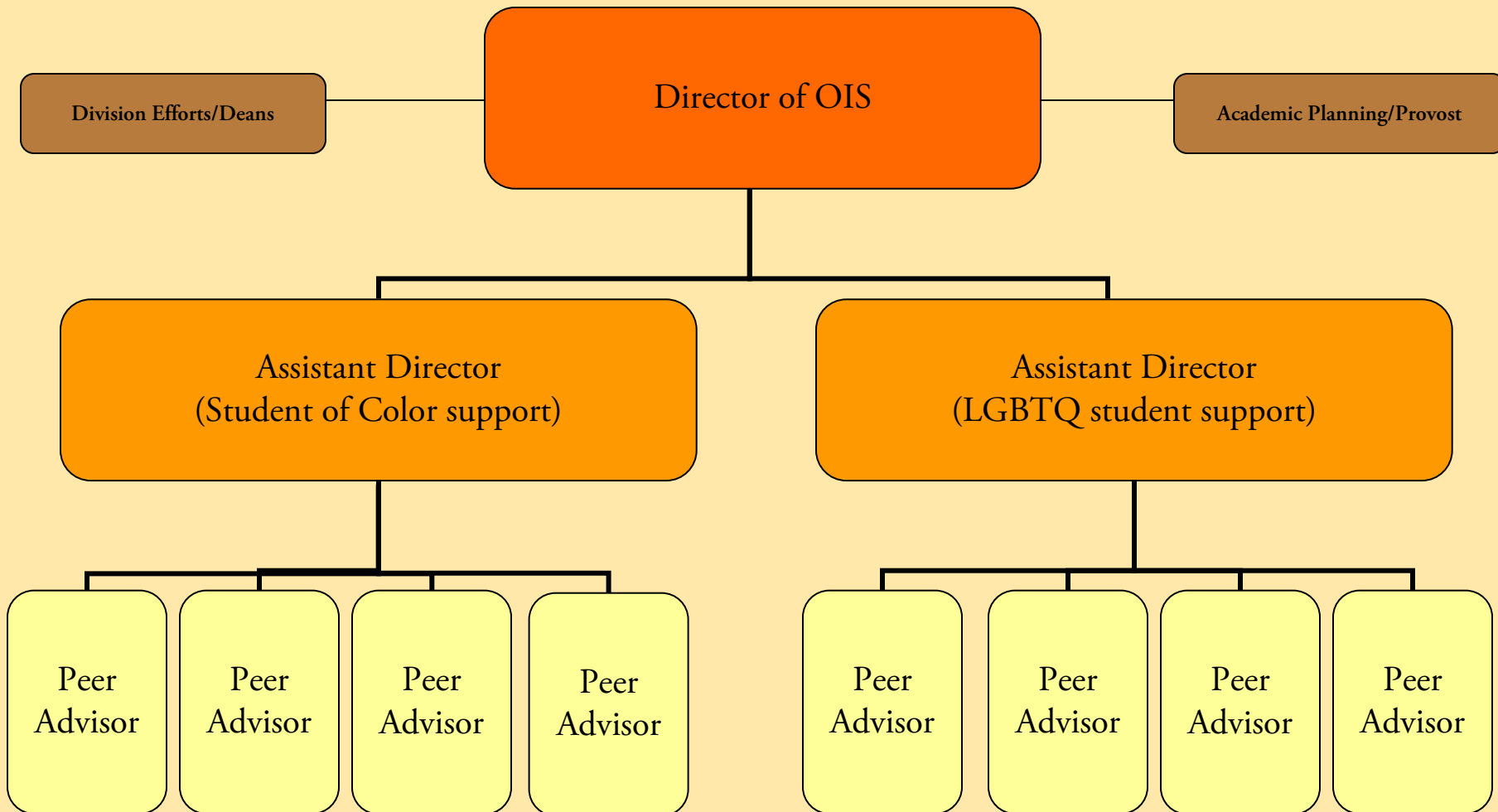
3-4 years of related experience working affectively with these populations and communities in a campus or community setting. A master's degree is desired in related fields, though not required. The position requires the ability to work independently and to exercise judgment in dealing with a diverse student body, faculty and staff; an understanding of the social, historical and political context from which these populations seek support and the intersecting identities (race, class, gender, ability, language, faith beliefs, etc.) that shape an individuals' experience and inform intergroup relations and coalition building.

An initial focus will be to improve campus climate for diversity and collaborate across the University to strengthen current diversity efforts. The successful candidate should be a strong communicator; responsive to student concerns and sensitive to student needs; a quick learner; knowledgeable of current issues related to higher education and academic institutions; and willing to take on additional tasks such as group facilitation, research, presenting critical information to campus stakeholders and learning new technologies. The candidate should also exercise exceptional attention to detail; possess excellent writing and organizational skills, including the ability to coordinate and manage detailed and confidential information, to juggle multiple tasks, to adhere to deadlines, and to create and maintain computer and paper files. Additional duties may include budget management, strategic planning, policy development, customer service, and assessment.

Potential Stakeholders for the Proposed Positions



Potential Organizational Structure



Submitted by The New School
University Diversity Committee
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