

Appendix A

Selected Sources for Campus Climate Committee Work:

1. 1998 - Critical Issues Team, 1997-1998 Strategic Planning Process, Prof. Maurice Wade, Chair – "Report of the Diversity Critical Issues Team Submitted to the Priorities and Planning Council" – February 18, 1998.
2. 2002-2003 - Professors Laurel Baldwin-Ragaven [Human Rights Fellow], and Patricia Tillman [Studio Arts] – "Review of Successful TOP Proposals, 1996-2001, Assessing Curricular Merit and Curricular Need"
3. 2003 – "Umoja House, April 30, 2003" – Documentary film; a 17 minute version was screened at the Summer 2003 Curriculum Review Retreat; a 31 minute version was screened during "Dialogue Day," on September 16, 2003
4. 2003 - Task Force on Diversity, Prof. Fred Pfeil, Chair – "Report of the Summer Task Force on Diversity" – July 2, 2003 [committee formed after the summer, 2003, Curriculum Review Retreat]
5. 2003 - Office of Institutional Research and Planning – "Preliminary Analysis of the Evaluations of the September 16 [2003] Dialogue Day"
6. 2004 - Report by Karla Spurlock-Evans to the Trustees, April 1, 2004 – " Selected Activities Designed to Increase Understanding and Build Community Following Trinity College Dialogue Day"
7. 2004 - Faculty Conference – "Update on the 'Report of the Diversity Critical Issues Team'" – September 2004
8. 2004 - Professors Maurice Wade and Luis Figueroa – "Report on the 13th Annual Institute on [Minority] Teaching and Mentoring" – November 18, 2004
9. 2004 - Faculty Conference – "Affirmative Action and Diversity at Trinity College" – December 7, 2004
10. 2004 Cornerstones Advisory Committee on Diversity – Final Report – December 13, 2004
11. 2005 President's Cornerstone Planning Group -- "The Cornerstone Plan of Trinity College" – March 29, 2005
12. President's Cornerstone Planning Group – "The Cornerstone Plan of Trinity College"– May 6, 2005
13. 2006 - Accreditation Self-Study Committee – " Issues in Campus Community and Intellectual Engagement Studied by the Special Emphasis Self-study Committee"
14. 2006 – "Cinestudio Forum, November 15, 2006" – Documentary film – Screened at the December, 2006, meeting of the Trinity College Board of Trustees

15. 2006-2007 – Memoranda by Faculty, Students, and Staff, sent to the Climate Committee between December, 2006, and today
16. 2007 – Proposals for the Charter Committee on Campus Climate, by Jessica Lind-Diamond, Lindsay Dakan, Sarah Gardiner, Kyle Stone, Jared Hoffman, January 21, 2007

Appendix B

Statement of Community Principles

We expect every member of the College community to live by the following principles:

1. Respect and Consideration for Others
2. Honesty
3. Responsibility for Individual Actions and the Well-being of the College

Respect and Consideration for Others

Trinity welcomes thoughtful disagreement, critical evaluation, and artistic, scientific, religious, cultural or other means of expression. However we believe that these prized freedoms can co-exist with mutual respect and consideration. In the spirit of self-reflection*, you should ask yourself:

- Do I say hello to others when I pass on the Long Walk?
- Do I live my life in a way that is not disruptive to others?
- Do I avoid trying to make others feel inferior?
- Do I consider all points of view and get the facts before I make a judgment?
- Do I intervene when I hear offensive remarks?

Honesty

Honesty is a matter of being truthful with peers, colleagues, faculty, and staff in all aspects of work, study, and play. It is the foundation for trust, a quality that is essential to any meaningful relationship with another person or within the community. Moreover, honesty and integrity are a person's most valuable possessions outside of one's health.

- Do I admit to and try and learn from my mistakes?
- Do I take things that don't belong to me without the owner's permission?
- Am I careful not to represent other people's ideas as my own?
- Do I tell the truth even when to do so is not to my advantage?

Responsibility for Individual Actions and the Well-being of the College

Trinity is only as good as the best of our actions. These include the ideas we bring to the classrooms, studios, and labs; our efforts on playing fields, stages, service projects and committees; our willingness to stand up to that which we believe is wrong; and how we maintain the College's purposes and campus. We expect that each and every one of us will exercise personal responsibility and contribute to the well-being of the College.

- Do I try and make Trinity a place where all people feel valued?
- Do I come to class prepared and do I participate?

- Do I contribute my talents to the enrichment of campus life?
- Do I take action when I see something is wrong?
- Do I act in ways that I know to be fair?
- Do I look for constructive solutions to problems?
- Do I act in ways that reflect well on Trinity?
- Am I an ally when someone needs me?

*This document owes a debt of gratitude to Earlham College and our admiration for the thoughtful, interrogative manner in which they articulate their guiding principles.

Appendix C

Selected data regarding Trinity student and faculty diversity, provided by the Office of Institutional Research and Planning

Percent of Regular Undergraduate First Year Students Receiving Financial Aid at Trinity by Ethnicity and Cohort, 1992-2003

	Entering Cohort					
	1992- 1993	1994- 1995	1996- 1997	1998- 1999	2000- 2001	2002- 2003
Black	90%	89%	90%	97%	96%	94%
Black or Hispanic	82%	78%	86%	86%	90%	81%
Hispanic	71%	71%	84%	73%	86%	72%
Asian	51%	56%	57%	50%	45%	60%
White	43%	44%	37%	39%	35%	33%

Correlations between SAT and final GPA at Trinity by ethnicity

	Entering Cohorts	
	1992-5	1996-9
Black or Hispanic	-.01	.08
Black	.20*	-.02
Hispanic	-.02	.18
White or Asian	.22*	.26**
White	.21*	.28**
Asian	.26*	-.15

* Sig < .05 ** Sig. < .01

**Mean Withdrawal Rates for Cohorts 1993-1997
1998-2002 and By Ethnicity and Gender at Trinity**

Means, Cohorts 1993 to 1997				Means, Cohorts 1998 to 2002			
Ethnicity	Total	Women	Men	Ethnicity	Total	Women	Men
White	12.5%	12.3%	12.7%	White	11.9%	11.2%	12.6%
Asian	19.9%	16.7%	23.9%	Asian	10.3%	8.0%	13.4%
Hispanic	18.3%	12.0%	24.1%	Hispanic	13.8%	13.0%	14.9%
Black	23.9%	10.9%	35.5%	Black	9.5%	10.7%	8.1%

***Percent of Students of Color who report Cross-Ethnic Contacts, 2003:
Trinity and other Schools***

With someone from a different background...		Bates, Bowdoin, Colby, Conn College, Hamilton, and Vassar		
		Trinity	Other schools	
Studied	Very Often	59%	61%	58%
Ate meals	Very Often	59%	75%	67%
Socialized	Very Often	64%	75%	70%
Made close friendships	Very Often	57%	69%	63%
Roommate	Yes	86%	95%	86%

***Percent of students of color who have witnessed or experienced
racial/ethnic harassment, 2003: Trinity and Other Schools***

	Trinity	Bates, Bowdoin, Colby, Conn College, Hamilton, and Vassar	Other schools
Witnessed racial/ethnic insensitivity	72%	65%	71%
Experienced racial/ethnic insensitivity	64%	49%	50%
Witnessed racial/ethnic discrimination	62%	35%	42%
Witnessed racial/ethnic harassment	45%	27%	30%
Experienced racial/ethnic discrimination	39%	20%	23%
Experienced racial/ethnic harassment	26%	11%	13%

**Satisfaction with Community and Ethnic Climate at Trinity and Other Schools
(Percent satisfied)**

	Trinity		Peer Group Schools	
	Non-White	White	Non-White	White
Senior 2002 Survey (no neutral category)				
Sense of a community on campus	50%	61%	69%	81%
Sense of community where you live	65%	75%	77%	84%
Ethnic, racial diversity of campus	48%	49%	60%	69%
Climate for minority students on campus	52%	54%	67%	73%
2003 survey (with a neutral category)				
Sense of community on campus	16%	-	44%	-
Ethnic/racial diversity	10%	-	22%	-
Climate for minority students	14%	-	32%	-

**Satisfaction with Overall College Experience,
by Ethnicity and Comparison Group (1999 Cycles): Trinity and Other Schools**

		Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)	Mean
Trinity College	Non-White	5%	16%	63%	16%	2.9
	White	1%	7%	43%	49%	3.4
Comp Group	Non-White	1%	9%	44%	47%	3.4
	White	0%	4%	32%	63%	3.6

Percent of Full-time Undergraduate Student Body who are Black or Hispanic
at Trinity and Other Schools

Sorted by percent in Fall of 2004

School	Fall 2002	Fall 2003	Fall 2004
AMHERST COLLEGE	17%	18%	16%
SWARTHMORE COLLEGE	15%	16%	15%
POMONA COLLEGE	14%	14%	15%
HAMILTON COLLEGE	13%	11%	15%
WESLEYAN UNIVERSITY	15%	14%	14%
DARTMOUTH COLLEGE	13%	13%	13%
WELLESLEY COLLEGE	11%	11%	13%
UNION COLLEGE	10%	13%	12%
SMITH COLLEGE	11%	12%	12%
BARD COLLEGE	12%	11%	12%
BARNARD COLLEGE	12%	11%	12%
HAVERFORD COLLEGE	12%	10%	12%
OBERLIN COLLEGE	11%	12%	11%
BOWDOIN COLLEGE	8%	10%	11%
VASSAR COLLEGE	10%	10%	10%
TRINITY COLLEGE	11%	9%	9%
MOUNT HOLYOKE COLLEGE	9%	8%	9%
COLORADO COLLEGE	9%	9%	8%
SARAH LAWRENCE COLLEGE	10%	8%	8%
COLLEGE OF THE HOLY CROSS	8%	8%	8%
LAFAYETTE COLLEGE	7%	8%	8%
MIDDLEBURY COLLEGE	7%	8%	8%
CONNECTICUT COLLEGE	6%	8%	8%
COLGATE UNIVERSITY	7%	7%	8%
BRYN MAWR COLLEGE	6%	7%	8%
REED COLLEGE	5%	5%	7%
CLARK COLLEGE	6%	7%	6%
UNIVERSITY OF THE SOUTH	6%	6%	6%
BRANDEIS UNIVERSITY	5%	5%	5%
BUCKNELL UNIVERSITY	5%	5%	5%
FRANKLIN AND MARSHALL COLLEGE	5%	5%	5%
BATES COLLEGE	4%	4%	5%
COLBY COLLEGE	5%	5%	4%

Four Year Graduation Rates for Schools by Ethnicity

Sorted by graduation rate of Black and Hispanic cohort entering in 1998

	1996 cohort		1997 cohort		1998 cohort	
	Black and Hispanic	Not Black or Hispanic	Black and Hispanic	Not Black or Hispanic	Black and Hispanic	Not Black or Hispanic
BARNARD COLLEGE	75%	78%	69%	76%	98%	88%
SMITH COLLEGE	92%	74%	--	--	93%	83%
WELLESLEY COLLEGE	78%	89%	86%	87%	92%	91%
AMHERST COLLEGE	80%	86%	82%	90%	91%	96%
WILLIAMS COLLEGE	92%	92%	92%	92%	90%	97%
COLLEGE OF THE HOLY CROSS	79%	89%	81%	88%	90%	91%
WESLEYAN UNIVERSITY	91%	85%	76%	84%	89%	93%
MIDDLEBURY COLLEGE	71%	85%	74%	83%	88%	90%
POMONA COLLEGE	84%	84%	84%	86%	85%	91%
BRYN MAWR COLLEGE	72%	78%	70%	79%	85%	82%
SWARTHMORE COLLEGE	70%	91%	73%	85%	84%	93%
BRANDEIS UNIVERSITY	61%	81%	74%	80%	83%	89%
COLBY COLLEGE	72%	85%	76%	85%	78%	88%
HAVERFORD COLLEGE	67%	87%	81%	90%	77%	92%
VASSAR COLLEGE	78%	82%	74%	83%	77%	88%
MOUNT HOLYOKE COLLEGE	82%	76%	73%	72%	77%	79%
OBERLIN COLLEGE	55%	64%	51%	66%	77%	79%
CONNECTICUT COLLEGE	72%	79%	72%	83%	76%	86%
BOWDOIN COLLEGE	62%	85%	66%	82%	76%	90%
FRANKLIN & MARSHALL COLLEGE	67%	79%	59%	82%	76%	83%
BUCKNELL UNIVERSITY	78%	85%	74%	84%	75%	90%
TRINITY COLLEGE	66%	78%	59%	79%	75%	89%
COLGATE UNIVERSITY	73%	83%	79%	85%	72%	91%
BATES COLLEGE	71%	82%	57%	85%	72%	85%
SARAH LAWRENCE COLLEGE	69%	65%	65%	61%	71%	74%
LAFAYETTE COLLEGE	55%	81%	65%	81%	71%	87%
OCCIDENTAL COLLEGE	69%	77%	72%	73%	70%	76%
UNIVERSITY OF THE SOUTH	41%	74%	71%	79%	69%	79%
REED COLLEGE	42%	45%	43%	47%	60%	70%

Demographics of Full-time Trinity Faculty Who Were Active in a Given Academic Year (Not on Unpaid Leave)										
<i>Excludes temporary faculty hired as sabbatical and leave replacements.</i>										
	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Fac. Ethnicity										
Asian	5	7	7	8	9	9	9	8	10	11
Black	8	9	9	9	9	8	8	7	8	9
Hispanic	7	7	12	13	12	12	14	12	13	11
Am. Indian				1	1	1	1	1	1	1
White	141	132	138	156	165	165	159	159	151	140
Total	161	15	166	187	196	195	191	187	183	172

**Percent of Full-Time Tenured or Tenure-Track Faculty
who are Black or Hispanic, 2001 and 2003: Trinity and Other Schools**

Sorted by percent of tenured in 2003

	Percent of Faculty Who are Black or Hispanic					
	Non-tenured Faculty			Tenured Faculty		
	2001	2003	Change	2001	2003	Change
SARAH LAWRENCE COLLEGE	16%	14%	-2%	12%	15%	2%
OCCIDENTAL COLLEGE	22%	21%	-1%	12%	13%	1%
HVERFORD COLLEGE	13%	16%	3%	13%	12%	-1%
POMONA COLLEGE	21%	11%	-10%	10%	11%	1%
MOUNT HOLYOKE COLLEGE	16%	18%	1%	10%	10%	0%
SWARTHMORE COLLEGE	17%	13%	-3%	9%	10%	1%
COLLEGE OF THE HOLY CROSS	13%	6%	-7%	6%	10%	4%
TRINITY COLLEGE	24%	19%	-5%	7%	9%	2%
COLGATE UNIVERSITY	14%	8%	-7%	6%	9%	3%
WELLESLEY COLLEGE	8%	7%	-1%	9%	8%	-1%
COLORADO COLLEGE	12%	13%	1%	7%	8%	1%
BRYN MAWR COLLEGE	9%	10%	1%	9%	8%	-1%
OBERLIN COLLEGE	8%	13%	4%	7%	8%	1%
MIDDLEBURY COLLEGE	10%	9%	-1%	7%	8%	1%
BARD COLLEGE	21%	6%	-14%	5%	8%	2%
BATES COLLEGE	19%	18%	-1%	8%	8%	0%
SMITH COLLEGE	7%	11%	5%	6%	7%	2%
AMHERST COLLEGE	13%	10%	-2%	8%	7%	-1%
WESLEYAN UNIVERSITY	7%	8%	2%	6%	7%	1%
WILLIAMS COLLEGE	12%	11%	-1%	6%	7%	0%
BUCKNELL UNIVERSITY	3%	5%	1%	6%	6%	1%
FRANKLIN & MARSHALL COLLEGE	6%	2%	-4%	4%	6%	2%
CLARK COLLEGE	3%	3%	0%	5%	5%	0%
VASSAR COLLEGE	15%	13%	-2%	5%	5%	0%
COLBY COLLEGE	7%	9%	2%	5%	5%	0%
DARTMOUTH COLLEGE	4%	6%	2%	5%	4%	0%
CONNECTICUT COLLEGE	14%	17%	3%	4%	4%	0%
REED COLLEGE	10%	9%	0%	4%	4%	0%
WASHINGTON AND LEE UNIV	6%	0%	-6%	1%	4%	3%
BOWDOIN COLLEGE	11%	7%	-4%	3%	4%	0%
LAFAYETTE COLLEGE	5%	7%	1%	3%	3%	1%
BARNARD COLLEGE	10%	6%	-4%	3%	3%	0%
UNIVERSITY OF THE SOUTH	6%	4%	-2%	5%	2%	-3%
BRANDEIS UNIVERSITY	5%	5%	0%	2%	2%	0%
UNION COLLEGE	0%	4%	4%	0%	0%	0%

**Percent of Full-Time Executives and Managerial Staff
Black or Hispanic in 2003: Trinity and Other Schools**

Sorted by percent

SWARTHMORE COLLEGE	19.6%
BARNARD COLLEGE	18.2%
BRYN MAWR COLLEGE	12.8%
OCCIDENTAL COLLEGE	12.5%
TRINITY COLLEGE	11.8%
SARAH LAWRENCE COLLEGE	11.8%
HAVERFORD COLLEGE	11.6%
UNION COLLEGE	11.1%
COLORADO COLLEGE	11.0%
OBERLIN COLLEGE	9.3%
AMHERST COLLEGE	9.1%
SMITH COLLEGE	8.9%
POMONA COLLEGE	8.5%
WESLEYAN UNIVERSITY	8.4%
CONNECTICUT COLLEGE	8.0%
WILLIAMS COLLEGE	7.5%
BRANDEIS UNIVERSITY	7.4%
COLBY COLLEGE	6.4%
BATES COLLEGE	6.0%
WELLESLEY COLLEGE	5.9%
REED COLLEGE	5.7%
VASSAR COLLEGE	5.6%
FRANKLIN & MARSHALL COLLEGE	5.4%
DARTMOUTH COLLEGE	5.2%
LAFAYETTE COLLEGE	4.9%
MOUNT HOLYOKE COLLEGE	4.8%
COLGATE UNIVERSITY	4.2%
WASHINGTON & LEE UNIVERSITY	4.1%
CLARK COLLEGE	3.5%
BARD COLLEGE	3.1%
UNIVERSITY OF THE SOUTH	2.3%
COLLEGE OF THE HOLY CROSS	1.6%
MIDDLEBURY COLLEGE	1.5%
BUCKNELL UNIVERSITY	1.2%
BOWDOIN COLLEGE	0.9%