

Revisiting A Call To Action

September, 2004

*Compiled by students of color, women, queer students,
working class students, and religious students,
at the Claremont Colleges, primarily at Pomona College*

Introduction: *What a long road it has been...*

The original A Call to Action was written by students of color in 1996 as a response to certain problems they witnessed and experienced at the Claremont Colleges. The publication both documented these problems as well as demanded ways the Colleges should work to fix them. This first Call to Action spoke loud and clear about serious shortcomings and much needed changes at the Colleges. But, as time passed and students turned over, the powerful pages became lost among shuffled shelves and cluttered filing cabinets...

Then eight years later in the Spring of 2004, a group of Pomona College student activists revisited the almost forgotten report. Upon reading its message, these students realized that little had changed at the Colleges in almost a decade and that many of the same problems still persisted unaddressed. Thus, students organized once again—this time under leadership from the Pomona College Women’s Union and SLAM (Student Liberation & Action Movement)—to write a new Call to Action. Student leaders from different campus organizations came together to discuss the current state of affairs for historically marginalized students, faculty and staff at Pomona College. Women, queer students, students of color, and students of different faiths and class backgrounds began talking about the problems they face today and the possibilities they imagine for change. Committees quickly developed to collect data, analyze information, and produce the document now in hand. This new Call to Action is thus a product of many hands, minds and hearts. It is also a product of intense labor, feeling, pain and joy. We, the researchers and writers, come from diverse walks of life and were presented with different challenges and roadblocks along the way. But ultimately, we remain motivated and united by our common hope for progressive change, by our shared desire to eradicate interlocking systems of oppression, and by our radical vision of a college community shaped by freedom and respect rather than ignorance, fear and hate.

Our Mission

This new Call to Action aims to shed light on specific issues faced by marginalized students at Pomona and reveal how such problems are continuously reproduced within the campus community. This document filled with histories, statistics, and personal testimonials is also an effort to cement past struggles and activist work in the memory of our constantly changing, forever transient community. We hope our work will challenge readers to think more critically about life at the Claremont Colleges and examine how they might create change both institutionally and within themselves. And finally, we hope this document will help facilitate future activist efforts by connecting and consolidating important information that community members can draw upon for continued education and action.

Before You Begin...

We, the Call to Action Coalition 2004, recognize that this document in your hands is hefty. It is thick and brimming with important information. But please don’t stop—don’t put it down. This document is heavy because it has a lot to tell. These pages hold detailed accounts of long forgotten incidents and movements in Pomona’s past. They contain eye-opening numbers about the students, teachers, and staff who surround you everyday. And they carry soulful voices that speak openly and honestly about life at “the happiest college on Earth.” As a whole, this document may seem overwhelming. But we encourage you to sit down, take a few moments, and look inside. It may help to use the ensuing *Table of Contents* as a map for navigating through the thicket of information. We, the writers, deliberately avoided quick shortcuts and summary pages, because we wanted *you*, the reader, to discover your own connections. So skip around or read every word—we are confident that even a light skim will surface the salient cultural and institutional trends at Pomona College. You can’t miss them, for they are reproduced over and over again in every facet of our community. And if at times it all seems confusing, that’s because it is! These patterns are complex—no simple solution could easily uproot the interlocking constraints that continuously cage our campus. But ultimately, it is our hope that this document, this product of intense individual labor and large-scale cooperation, will spark some thoughts...catalyze a few conversations...and ignite movement for real, radical change...

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Methodology: *The coalition, the teams, the project...*

The methodology for A Call to Action continuously evolved as the grassroots project grew and took shape. As a dynamic coalition of student leaders, we shifted our mission and strategies several times when different roadblocks and visions altered our path. Overall, however, we aimed to use methods that would fulfill our ultimate mission: To research and document the current, complex, campus climate at Pomona College; to highlight the experiences, concerns, and needs of historically marginalized community members; and to create a piece of institutional memory that will catalyze proactive change at the Claremont Colleges. With the understanding that knowledge cannot exist within a vacuum and that no data is objective, we readily claim the above mission as both our research framework and the compass that continues to guide our living project...

Organizing the Coalition

At the beginning of the semester, leaders from different student organizations were asked through email to participate in researching and writing the Call to Action 2004 document. The organizations contacted included: SLAM, OBSA, PASA, QRC, QQAMP, ELA, EKTA, MORE, KSA, AARC, AAMP, CLSA, MSA, WU, PDAC, Hillel, Workers' Support Committee, and the Class Awareness Task Force. Representatives from these organizations became the "Call to Action Coalition 2004." They met once a week throughout the semester to plan, research and write the 2004 Call to Action document. Smaller subcommittees were developed within the larger coalition to handle specific tasks. These subcommittees included the: administrative team, statistics team, survey team, article collection team, publicity team, and writing/editing team. Their specific methodologies follow in the research section.

Research Methods

Statistics:

The statistics committee collected institutional data from a wide variety of sources. We looked specifically for data that reflected the experiences of students of color and students of low socioeconomic background.

We collected data from:

- *The Office of Institutional Research*
This data is collected through the senior survey that is distributed to the graduating class at the end of each year. The response rate is around 95%. Most of the questions are dictated by the federal government, which collects educational data every two years. Pomona College, however, adds supplemental questions that they deem relevant.
- *Pomona College Admissions Office*
- *AARC (Asian American Resource Center)*
The AARC collected ethnicity data from every Asian-American student at Pomona College, with a response rate of 95%.
- *Faculty Diversity Committee (Rena Fraden)*
We were given copies of the most recent Pomona College Affirmative Action Report, as well as an explanation of the forthcoming Diversity Plan.
- *The Registrars Office*
We were given retention data aggregated by race over the past 10 years.
- *IPEDS (Integrated Postsecondary Education Data System)*
This system is a governmental database with statistics on higher education.

The statistics team used this numerical information to paint a general picture of community dynamics at Pomona College. Furthermore, they looked at changes within the campus community over the past ten years, noting which shifts proved statistically significant. In some cases, the team also analyzed statistically significant comparisons between Pomona College, other liberal arts colleges, and the general population at large.

Surveys:

- The intent of the Call to Action surveys was not to collect quantitative data for statistical analysis, but rather to collect qualitative, anecdotal information that would bring to life the numbers and facts collected by our statistics team. The surveys intended to cast a wide net over the entire college community in hopes of reaching those marginalized voices not represented by activist organizations. The surveys inquired specifically about student, administration, and faculty experiences in regards to race, class, gender, sexual orientation, ability and faith.

- Four surveys (student, staff, faculty, and administration) were developed by a team of four coalition members. The questions were designed to be open-ended, broad, and directed at personal, experiential information. The surveys were posted online through surveymonkey.com and some hard copies were distributed to faculty and staff mailboxes. Students, faculty, staff and administrators were notified to fill out the online surveys three different times over a period of two weeks. The majority of responses were collected online.

- After collected, the surveys were analyzed by various members of the larger Call to Action Coalition. First, the responses to every question in each survey were carefully read several times over. Second, the responses were coded for overarching patterns and themes. And finally, poignant quotes were selected from the surveys to illustrate salient trends.

Histories:

- The work of student activists, like the original [A Call to Action](#), is often lost and forgotten when those students graduate and leave the college community. Their projects, goals, failures and achievements go unrecorded, never reaching successive generations of Pomona students. Thus, the 2004 Call to Action Coalition deliberately collected histories of student activist organizations in order to establish their legacies of struggle, strength, and progress within the institutional memory of Pomona College. We hope these histories will help educate future activists as well as the entire Pomona community about the hard work and positive changes secured by leaders in the past. By keeping these past struggles alive in the present moment, we hope to help sustain long-term movements for progressive change.

Writing Methods

- Being a truly cooperative project, the 2004 Call to Action was written in several stages by various coalition members. Over a period of several months, the vast amount of information collected by the statistics, survey, and history teams was compiled, sorted, organized, and streamlined. The writers aimed to connect the various data sets by highlighting their common trends and findings. And last but not least, the authors analyzed these overarching themes to develop suggestions for possible change. We hope to emphasize these demands above all else, since current problems will never improve without strong ideas for the future.

Areas for Improvement

- At the time when surveys were distributed to the college community, the 2004 Call to Action mission statement had not been finalized. Consequently, there may have been some general confusion about the purpose and goals of our project. For future Call to Action Coalitions, we advise that a mission statement be developed and finalized before proceeding with data collection, so that participants know which voices will be highlighted eventually.

- Due to time and logistical constraints, the 2004 Call to Action Coalition could not collect data from the other Claremont Colleges. We hope, however, that future coalitions will extend themselves beyond Pomona's borders to investigate the realities of marginalized students, faculty, staff and administrators at other colleges.

- Though we did our best to include all marginalized students in this document, there are voices missing from these pages. Underrepresented groups in this document include Middle Eastern students, disabled students, Muslim and Christian students, Native American students, transgender students, mixed race students, and others. Also, we were unable to collect histories from CLSA and the CLSA sponsor program. This missing information, however, is needed to create a comprehensive picture of life at Pomona College for traditionally marginalized groups. We hope future Call to Action Coalitions can fill in such holes, highlighting ways Pomona College can improve life for these community members.

General Timeline: *A legacy of hate incidents and community response*

1969

- Inception of the Intercollegiate Department of Black Studies
- Creation of the five-college Office of Black Student Affairs
- Creation of the five-college Chicano/Latino Student Affairs
- Inception of the Intercollegiate Chicano Studies Department

1984

- Formation of the Women's Union

1989

- Asian American students from the five colleges submit a proposal to create a 5-C Asian American Resource Center. The Council of Presidents vote the proposal down, citing reasons that support the Model Minority Myth: APA students were well adjusted, had high rates of graduation and therefore did not need these services. The Presidents agreed that each college would "handle" its own APA student population how they saw fit. (*AARC newspaper Connections, March 2001*)

1991

The Pomona College Asian American Resource Center opens.

1992

- After an occupation of Alexander Hall, the five-college Asian American Studies Curriculum Group convenes and ratifies student demands to develop an intercollegiate Asian American Studies curriculum that would provide course offerings from 1992-1998. (*AARC newspaper Connections, March 2001*)

- A 25 ft. panel on Walker Wall painted by student activists with the words "Asian American Studies Now!" is painted over to read "Asian Americans Die Now". The people who altered the words are never found. (*AARC newspaper Connections, March 2001*)

1994

- Creation of the 5 college Queer Resource Center.

- Career Development posts a flyer depicting a racially derogatory image of an 'Asian' person with a rice hat, slits for eyes, and a wide, bucktooth grin. (*AARC newspaper Connections, March 2001*)

- In Walker Dorm at Pomona, racist slurs and symbols were written on one Jewish student's and three Asian American students' room doors, including "White Power" "Nips" and swastikas. (*AARC newspaper Connections, March 2001*)

1995

- October: During applicant interviews for student intern positions at the AARC, an application form is found at Gibson Computer Center with a racist comment. After the question "What do you think are the Asian American Resource Center's roles and goals?" it states "to separate the chinks from the rest of the world, but make 'em fuckin Christian while we're at it." After the question "In what ways could you facilitate reaching these goals?" it stated "I could kill some whities." (*AARC newspaper Connections, March 2001*)

1996

- A Call to Action is written by students of color at Pomona to document grievances, experiences, and incidences of hate against people of color, queer and working class students. The report also demands that the administration work in specific ways to change the problems documented within the college community.

- The "Dynamics of Difference and Power Committee" is formed to start working on a new PAC overlay DDP requirement. (*The Student Life, April 28, 2000*)

1998

- Inception of the Intercollegiate Department of Asian American Studies.

- Hate incidents reported at the Claremont Colleges: Scripps: 2 (1 Race, 1 Sexual Orientation)
All other colleges: 0
(*Campus Security Annual Report*)

- Formation of Ekta, an organization to provide programs and events highlighting South Asian culture.

1999

- Formation of Hapas United, later named M.O.R.E. (Multiracial Organization Redefining Ethnicity) in 2002.

- A large group of women of color at Pomona, primarily Asian American and Black, report receiving threatening emails that target their race. The emails include racial epithets and threats of violence. (*AARC newspaper Connections, March 2001*)

- February:** "Someone reported homophobic statements written on the walls of a coed restroom near a dining hall." (*Campus Security Report*)

•**May:** “A student whose window had been ‘egged’ a week ago reported that someone wrote ‘Murder Nigger’ on his dorm room dry erase board. The victim declined a written report.” (*Campus Security Report*)

•**September/October:** “Homophobic message on dorm white board” and “Swastikas painted on a mural of Malcolm X.” (*Campus Security Report*)

•**November/December:**

“A student reported the theft of a rainbow colored Gay Pride flag from outside of a dorm room.”

•“Staff reported a concert flyer on a bulletin board defaced by facial features being poked out and with a racial insult written across the flyer.”

•“Several incidents of homophobic messages being written on dry erase boards in a dorm occurred over a four hour period.”

•“Additional homophobic messages were found on white boards in a dorm where previous incidents had been reported.”

•“Two more homophobic message incidents were found in the same dorm as reported previously.” (*Campus Security Reports*)

•**December:** Men’s Blue and White a capella group at Pomona College circulates a flyer that depicts a racist image of an Asian person and that reads: “Blue and White’s Final concert of 1999...Better than being beaten to death by mongrel hordes.” A group of students who are upset about the flyers put up their own flyers against the racist depiction. Men’s Blue and White counters with another series of flyers that makes fun of the protesting students and accuses them of overreacting. (*AARC newspaper Connections, March 2001*)

2000

•Formation of the Sagehen Multicultural Awareness Committee, and the first year of “Talking SMAC” workshops where Pomona students come together to discuss issues of race and racism at Pomona College. (*The Student Life, November 17, 2000*)

•**February:** “Someone spray painted over campus entrance signs with misogynous terms and comments. A crime report was written.” (*Campus Security Report*)

•“A number of underclass women were recently targeted with a barrage of more than 20 e-mails containing racist, sexist and spiteful messages. The messages, which [included] asking African American students to participate in an interracial orgy, were sent out last Friday and Saturday... ‘Many of the e-mails included racial epithets, misogynist messages, and even rape threats,’ Head Sponsor Laura Ephraim ’00 said. ‘Including specific

details of peoples’ lives made the e-mails that much more threatening.’” (*The Student Life, February 11, 2000*)

•RAs and Head Sponsors form Hens Against Hate in response to numerous unrelated and under-addressed hate incidents, including an openly gay student’s Prince poster continually being torn down. The student then makes copies of the poster which friends put up in support. Then one Saturday morning, students return from brunch to find the signs covered with homophobic epithets like “faggot”.

•Shortly after this incident, different flyers are posted around Mudd-Blaisdell targeting another student. Mocking wanted ads, they depict RA Akshay Shah ’00, who is of Indian descent, as a “snake charmer” molesting children and having sex with animals.

•In a third case near the end of the term, a number of Oldenburg students receive harassing and threatening e-mails. Several of the e-mails contain death threats and other threats of violence. There are strongly homophobic undertones to many of the messages. There are also homophobic messages written on dry erase boards in hallways housing openly gay students.

•HAH plans to coordinate with resource centers over the coming weeks to provide programming aimed at bringing these incidents to light and preventing them from happening in the future. (*The Student Life, February 18, 2000*)

•**April:** “Students report misogynous name calling by a group of males to a passerby. Two males were identified.” (*Campus Security Report*)

•**May:** The Asian American Student Alliance holds a teach-in before a Men’s Blue and White concert to discuss their conflict with the group over racist flyers posted at the end of 1999. (*The Student Life, May 5, 2000*)

•**October:** “While en route to the site of the tractor theft, the student had also assaulted students and ‘beat-up’ a campus visitor based on the suspect’s perception of the visitor’s sexual orientation. No criminal charges were requested by the assault and battery victims because of fear of retaliation.”

•“A student reported harassment and vandalism by three males who pounded on a dorm door, tore off a ‘Gay Rights’ poster and shouted harassing comments and questions to the resident regarding sexual orientation.” (*Campus Security Reports*)

2001

•The formation of the Queer Questioning and Allied Mentor Program

•**January:** “Dean of Staff reported that for the second time, dorm doors were found open during the break and anti-gay graffiti had been written on white boards and gay rights posters had been removed. CPD responded, but only a Dean’s report was written by Campus Safety.”

•“Anti-lesbian graffiti was written on a dorm message board.” (*Campus Security Reports*)

•**March:** “Students reported that a male repeatedly ogled, stared at, and made rude comments about female students to the point of harassment. A report was written.”

•“An RA reported that someone wrote hateful and disparaging anti-homosexual comments on a bulletin board in a dorm”

•“A student accused of harassing females from another campus was suspended and escorted off campus, subject to arrest if he returns.” (*Campus Security Reports*)

•The Curriculum Committee considers the DDP requirement. (*The Student Life, March 8, 2001*)

•**April:** “Students were watching a film on race relations in the student center theater when the film stopped. They checked the projection room and found that the video cassette had been removed from the machine and smashed on the floor. A hate crime report was written.” (*Campus Security Report*)

•**September:** “A faculty resident reported being physically accosted and harassed by intoxicated male and female students who were shouting profanities in the area of her residence”

•A black female professor, Val Thomas, had an altercation with two white Pomona sophomores who yelled racial slurs. They were subsequently suspended for the remainder of the academic year as a result of Judicial Board proceedings.

•“An RA reported a group of (possibly) intoxicated males standing outside of a dorm making lewd comments to female residents as they walked by.” (*Campus Security Reports*)

•**October:** “A student reported a group of male juveniles on BMX bikes shouting obscenities and derogatory remarks at female students. They fled from a responding Safety officer but one, who had a flat tire, was stopped and identified and his parent was notified.” (*Campus Security Report*)

•**October 12th:** AAMP holds a hate-crime workshop. (*The Student Life, October 12th, 2001*)

•**November:** “Well after the fact, a student reported that three male subjects had been shouting homophobic slurs and referring to sex acts outside his a dorm at 01:30 hrs.”

•“A professor reported continuing harassment. This time a vehicle tire was deflated.” [This refers to Professor Val Thomas’ car, which was vandalized after she initiated proceedings against two white students for previous grievances.] (*Campus Security Reports*)

•“‘Last Saturday night,’ wrote Dean Gary Kates in an e-mail to the college community, ‘vandals broke the antenna and deflated the tires of [Thomas’] car. The car was parked in the special slot designated for the Faculty Resident, so there can be no doubt that the incident was aimed at her.’ After Thomas reported a confrontation with several students outside her residence in September, two of the students involved, Grey Norton ’04 and Michael Cadoux ’04, were suspended for one year.” (*The Student Life, November 9, 2001*)

•**December:** “Residence hall staff reported vandalism caused by a very intoxicated off-campus student who threw a chair into a display case and verbally assaulted a staff person using obscenities related to sexual orientation. The subject fled the dorm with a companion but was found by Safety officers who called CPD. The student was arrested for disorderly conduct.” (*Campus Security Report*)

•The formation of JEWS, a non-religious social organization that meets every Friday for Shabbat.

2002

•**February:** “A female student received a sexually explicit, nasty comment on her white board.”

•“An Asian female student discovered that a large swastika in black permanent marker had been drawn upon her vehicle hood while it was parked in a campus lot. CPD took a hate crime report.”

•“Female students reported being very offended by obscene, misogynous, spray painted messages and depictions of phalluses on an expression [Walker] wall.” (*Campus Security Reports*)

•**February 23rd:** “A male student was running on Claremont Blvd. when people driving towards the entrance to CMC/Pitzer yelled ‘Faggot’ and drove off.” (*QRC incident log*)

•“Walker wall is marked with homophobic and sexist writing, including ‘Fuck that homo, fag’ and other slurs.” (*QRC incident log*)

•**March:** “A student reported that someone drew a swastika in the dust of his car window.” (*Campus Security Report*)

•**April:** “Students complained that a gay/lesbian support message on an expression [Walker] wall had been painted over with: 1.the name of a fraternity [Phi Delta], 2.the statement “you can’t tell us how to run our lives,” and 3.pictures of a 40 oz. beer, a notoriously symbolic sheep and a bong.”

•“A student reported that someone had written homophobic comments in the dust of a vehicle in a campus lot.”

(*Campus Security Reports*)

2002

•**April 4:** “A female student was walking on College Way and Sixth Street when the driver of a passing car yelled ‘Fucking faggot’ at her and drove away.” (*QRC incident report*)

•**May:** “Two male subjects began fighting at a party. Each blamed the other for the altercation. A Dean’s report was taken from one combatant, but later the other combatant wanted to have a police report and CPD responded for that. Each combatant suffered some injuries and the family of one combatant said the incident was racially motivated. The altercation renewed the following day when the subjects and respective family and friends began antagonistic verbal charges and physical intimidation actions against each other. Safety officers and CPD responded and this time the other combatant made a report to the police.”

(*Campus Security Report*)

•**August:** “A Dean reported two white males, possibly inebriated, walking along shouting profane and derogatory comments about the women of that campus.” (*Campus Security Report*)

•**September:** “A group of students reported to a dean that another group of people, purportedly from one of the campuses, confronted them with homophobic abuse at In-&-Out Burger” (*Campus Security Report*)

•**October:** The Incident Response Team is created as a result of collaboration between Pomona students and Dean of Students Ann Quinley. Pomona now has a hate crime protocol and a new joint student-administration task force to spearhead the college’s future responses to hate crimes and bias-related incidents. The team is composed of seven students and seven administrators or faculty members.

(*The Student Life, October 11, 2002*)

2003

•**Fall Semester:** “It is noticed that a wall in Oldenborg dorm at Pomona has been vandalized with the word ‘faggot.’ It is thought that the vandalism has been present for several months.” (*QRC incident report*)

•**May 6th:** An intoxicated male Pitzer student created a disturbance by entering the patio of the Center for Asian Pacific American Students (CAPAS) in Mead Hall. Four students in CAPAS were disturbed, intimidated, and harassed by the behavior and language of the identified Pitzer student, which included feigning throwing a chair through the window and yelling insensitive comments related to Asian ethnicity. The identified individual has been held accountable for his behavior and is no longer a member of the Pitzer community.

•**December:** “A shower stall on a hall in Smiley dorm at Pomona is vandalized with the words ‘Fags are gay’ written in large red letters on the wall. This shower is used by an openly gay male student. The incident is not reported to the student body for several months, and many students feel anger towards the Pomona administration for not responding to the incident in an appropriate and timely manner.” (*QRC incident report*)

•“Several students from Pomona and CMC report that the ‘I Support Queer Rights’ signs on their doors have been removed, defaced or tampered with. (*QRC incident report*)

2004

•**January 9th:** An 11-foot tall cross constructed as an art project by a Pomona student was taken over winter break from an Oldenborg courtyard by four students (two from Scripps, one from CMC and one from Harvey Mudd) who were at school over vacation for athletics. They carried the cross from Pomona and later burned it at Harvey Mudd. The charred remains were quietly disposed of by staff without contacting the artist, who did not learn of the burning until he returned to campus for the semester and discovered the cross was missing.

•**January 21st:** The student whose cross was burned, Marcelo Lund Montano, posts a message in the digester searching for it: “I left my art project, an 11-foot cross made out of metal rod with plaid cover, in the Oldenborg south Courtyard over break. It has disappeared and I would very much like to get it back. I’m offering a reward for its return or information that might lead me to it.” (*Digester Message, January 21, 2004*)

•**January 28th:** Students are first notified of the cross burning incident, nineteen days after it occurred and more than a week after the beginning of second semester.

•**February 11th:** Dean of Campus Life Matt Taylor admits to having known about the cross burning incident since January 15th when he was notified by Harvey Mudd's Dean of Students Jeanne Noda. Dean Taylor had not yet contacted Dean of Students Ann Quinley or President Oxtoby about the incident.

•**February 13th:** A march to protest the cross burning takes place, Student Liberation and Action Movement t-shirts first seen.

•**February:** A new Pomona College faux-fraternity, Omega Alpha Delta, includes a photo scavenger hunt in its "rush" events. Rush participants were told to take a picture with "10 Asians."

•**February 20th:** Pomona student Tony Tiu writes a TSL editorial about the OAD incident as well as his personal experiences with racism. Following this editorial, off-campus individuals post racist comments directed at him and Asian Americans in general on the TSL online message board.

•**February 29th:** "Nigger" is written on a calendar depicting George Washington Carver at CMC.

•**March:** "A female Pitzer student and her girlfriend are verbally harassed by several other pedestrians, thought to be fellow Pitzer students, near the Pitzer service road. The harasser yells, 'It's some fucking dykes' and keeps walking." (*QRC incident report*)

•**March:** Seniors start organizing to donate to the senior gift in the name of institutional change and activism.

•**March 9th:** Visiting CMC professor Kerri Dunn's car is discovered in a CMC parking lot defaced with the windows smashed, tires slashed and various words written on the car, including "nigger lover," "shut up bitch" and "kike." A swastika is partially drawn on the car.

•**March 10th:** Classes are canceled at the 5Cs to encourage community reflection on the previous night's incident and participation in specially planned events. A large 5C rally takes place that night. Students speak from all five colleges, news reporters come from many L.A. t.v./radio stations, and hundreds of participants arrive in support.

•**March 11th:** Homophobic and misogynous writing appears on Walker wall, including: "Don't let 'deez nuts' get in your mouth 'gay guy'" and "Love your enemy only when she is beneath you". These writings are thought to be written by off-campus individuals.

•**March 23rd:** SLAM (Student Liberation Action Movement) holds its first open meeting for students to learn more about SLAM's list of demands, the new SLAM newspaper, and ways to get involved with SLAM.

•**March 24th:** The "Race in the Classroom" survey results are presented in the Pomona College Frank Blue Room. The survey was conducted, analyzed and presented by the Students of Color Programming Board and Dean of Students Ann Quinley.

•**March:** The Jewish Student Union is formed, a non-religious, 5-college organization based on cultural Judaism rather than religious faith.

•**April 2-4:** M.O.R.E. hosts the "8th Annual National Student Conference on the Mixed Race Experience," an event which brought over 220 mixed race students, speakers, facilitators, and allies together for three days of Reflection, Education, and Action at the Claremont Colleges.

•**May:** The budget request from the newly formed Jewish Mentor Program is denied by the outgoing ASPC senators. The JMP resolves to begin in the fall anyway with promised support from incoming ASPC senators.

•**March-October:** The Call to Action Coalition 2004 is formed by members of many different activist organizations. Research on power dynamics at Pomona begins. Over the summer, data is compiled, organized, edited and streamlined into a final report entitled: Revisiting A Call to Action (2004).

•**September:** A new organization, Advocates for Survivors of Sexual Assault, is formed in response to community concerns that campus rapes go unreported at Pomona College. Efforts are led by Dean of Women Toni Clark, Acting Coordinator of the AARC and Interim Advisor to the Women's Union Mana Hayakawa, and six Pomona College students.

Community Voices: *Personal testimonials from students, administrative staff and faculty*

The voices in this section come directly from questionnaires administered to students, administrative staff and faculty at Pomona College in the Spring of 2004. The responses are sorted according to response group and question. We did not include a quick summary of points raised in the responses, for we felt each voice mentioned something new and should speak for itself. Instead, we urge you to read through these *powerful* words and *feel* for yourself the *human* energy underlying our mission and pushing us forward for change.

Student Voices

Comfort with Campus Climate

1) Very comfortable, no problems, no discrimination.

Nearly all respondents said they are comfortable in conversations with their friends or small groups in the dorms, but less comfortable as the forum for expression becomes larger. Many students reported feeling generally comfortable in all settings on the college campus. Some students believed their comfort was attributable to sharing a majority viewpoint.

"I'm a very outspoken person and thus feel comfortable expressing my opinions most anywhere -- the classroom, residence halls, the administration. I am more quiet in huge gatherings, however. Nonetheless, in general, I feel like Pomona opens the doors for a variety of opinions and makes valid the opinions of different students."

"As for my personal expression, I feel comfortable expressing my beliefs virtually anywhere on campus. I don't fear having my beliefs challenged. In fact, I hope they are. I am very strongly rooted in my beliefs, but I love it when people can prove me wrong. That's the only way people can learn, and that's why I came to Pomona."

2) Uncomfortable in the classroom, with members of the administration, and/or with other students.

Some students reported feeling intimidated or silenced in the classroom because their ideas conflicted with their professor's. Others said professors' comments and assumptions concerning race, class, or gender made them feel marginalized. Many students commented that while the administration may be open to listening to ideas, they were seldom acted upon. And finally, many respondents expressed feeling uncomfortable with students who refuse to address issues of privilege and power.

"Even though Pomona acts like every student should feel just as welcome and accepted as the next, there are so many spaces on this campus that I don't feel comfortable, safe, or welcome. Sadly, many of those spaces are classrooms. Due to the extremely Eurocentric approach Pomona professors take to many of the subjects I am interested in, there are many courses and whole disciplines that I just completely stay away from. When working with the administration, I have been repeatedly frustrated. While administrators often seem receptive and understanding, I have found that over and over again they fail to follow through on the concerns that marginalized students express. It seems like the administration will take the smallest step possible in order to give the illusion of change while not upsetting the "natural order" of this place. In the classroom, I have definitely noticed that professors make racist or prejudiced remarks, but I think that they are unintentional and due to the professor being unaware of how his/her remarks are being received...Many professors just assume that whiteness and heterosexuality are the norm. Or they use a specific race in classroom examples, like making up a scenario about wages in an econ class that involved "randomly" calling a housekeeper Juanita."

"I am a Politics major and there are a lot of Professors who make students of color feel uncomfortable, and say that we need to tough up and handle it as 'true and vigorous academic discourse.'"

"I do not feel comfortable with the general campus climate in terms of the classroom and certain professors. There are a number of professors here who are blatantly or more subtly racist in their class discussions, in who they choose to call on, off-hand remarks etc. This silences many members of our community, and makes me very uncomfortable as a white ally."

"I feel that a climate of apathy pervades around every issue not related a student's own personal comfort and success. I was greeted with stony silence trying to discuss racial issues after March 10 [2004] in a biology class, and when I went around personally trying to recruit profs to attend the teaching events my reception wasn't very welcoming."

"I can express concerns in student organizations. The administration tends to turn a blind eye. When I've brought it up in classes it has either been squelched or ignored; I've effectively stopped going to one of my classes for this reason."

"I have felt uncomfortable after voicing my opinions about some actions I felt were inappropriate, regarding students making unnecessary messes for housekeeping staff to clean up. These students tell me it is their "right" to do so because they pay such high tuition. Regardless of the amount of tuition a person (or their family) pays, I think it is rude and demeaning to campus workers to make unnecessary and inappropriate work for them to do. Also, I feel we cannot separate the issues campus workers face from issues of race, class, ethnicity, immigration, language, sexual orientation, gender. I think everyone in our community should be included in this discussion we are having about campus climate, including campus workers, especially those who might be Spanish language-dominant Latino/as. Campus workers are a vital part of our community, and as a Latina, I identify very strongly with many campus workers because of our shared language, racial background and ethnicity. I experience heightened sensitivity (which many Latina/o allies have expressed as well) at the problematic ways campus workers are marginalized in our community."

"Despite the rhetoric of open dialogue on campus, there is a pervasive culture that chooses to ignore and silence voices that call out issues of race, class, gender, sexual orientation etc. I have felt uncomfortable expressing my views in classes in which the professor did not open a space for examination of power dynamics both intellectually (within the subject matter at hand) and concretely in campus climate and the class itself. I have felt uncomfortable at school sponsored parties that operate on an underlying assumption of heterosexuality (formals, semi-formals, SYR, etc.). I have felt uncomfortable in some residence halls or other social situations in which students with privilege chose not to address ways in which they contribute to a hostile climate, both overtly and subtly. Most students chose to avoid addressing these issues and resent any situation in which they are called upon to take personal responsibility to engage with issues of privilege and power. "

3) Uncomfortable with the predominantly white, middle/upper class campus climate.

Many students reported feeling uncomfortable in what they described as the white, upper-class, heterosexual, masculine culture at Pomona. These students felt marginalized, and at times even silenced, by this campus climate of whiteness, wealth, and heterosexuality.

"The "campus climate" was the first thing I noticed upon arriving at Pomona, and it was largely isolating. I do not identify with the dominant white upper-class straight culture here, and with so few south asians on campus, I feel no sense of an ethnic community. Rather, my choice has been between joining the monolith "student of color" population or accepting the isolation; I have chosen to ally myself with other students of color and work to bring all issues surrounding identity to the forefront of this college's academic agenda. I feel comfortable expressing my concerns with faculty and students of color. However, even this can be potentially dangerous

when I venture into topics of gender identity and sexual orientation. There is no one space on campus in which I feel completely comfortable expressing concerns about campus climate. However, I think perhaps that a receptive/ productive space is more necessary than a safe one."

" I've always noticed a personal level of intimidation in classrooms, student orgs, and with dealing with white administrators that was not true for my white peers who typically felt automatically comfortable. I think that it's easier and more comfortable many times for white students to develop better relationships with administrators. For a long time, probably up until this semester, I've felt as though administrators were distant, unapproachable, too busy, and uninterested. I feel most comfortable expressing my beliefs, concerns, and opinions with administrators who visibly take interest with students of color."

"In general I find the campus climate to be accepting of me, but not necessarily of my friends (or fellow students) of color, my gay friends, my friends who have less money, my friends who might have trouble in school, and my friends who might be suffering from mental or emotional instability. I feel this manifests itself in subtle ways that speak loudly when examined"

"There is a real undercurrent of sexism and machismo that I've noticed at this school. On numerous occasions, I've heard male students talk about hanging out with "bitches," and speak about women in extremely vile and degrading ways. There is a real unwillingness among men to face their sexist tendencies, perhaps even more pronounced than the hesitancy of white students' to address their (even implicitly) racist attitudes and lifestyles. Then again, I feel that classism is the most prevalent, and the most ignored, issue on Pomona's campus. But that's because this school is institutionally wedded to class division. I mean, we have a billion dollars in the stock market; our entire school is founded on exploiting other peoples' labor! Not to mention the scant attention given to working class students and the staff members who work here."

"I have felt uncomfortable at school sponsored parties that operate on an underlying assumption of heterosexuality (formals, semi-formals, SYR, etc)."

"I also feel uncomfortable expressing my beliefs among a lot of athletes here. I think it's a real problem with sports teams, at least certain one here. It's assumed on many different teams that everyone wants to get drunk and party and just has money to throw around on these things. It's dangerous if your entire social network becomes your sports team and you never ever talk about real issues that are affecting your classmates AND YOUR TEAMMATES in this social network. I know from experience that assumptions seem to get made that everyone on a team is "upper-middle class", white, and doesn't really care about political issues. Obviously there are individuals who are exceptions, but I've also seen individuals who were exceptions quit after a season or two, and I have to wonder how much this kind of silencing of our diversity of viewpoints, life experiences, and experiences at the hands of the US system of power dynamics had to do with it."

4) Comfortable only in student/activist organizations.

Many students reported feeling comfortable only in student organizations that address and take concern with the very issues that affect these respondents' lives (i.e. racism, sexism, homophobia, etc). Other respondents simply praised such organizations that create "safe" and "comfortable" spaces for students who otherwise feel marginalized in the predominantly white, middle/upper class, heterosexual campus climate.

"In general social situations here, I have definitely felt uncomfortable expressing my beliefs, concerns, opinions. Often in situations like at parties, at meals, or just hanging out with people, I think "I could point out how someone's comment was homophobic [or sexist, racist, etc.] or I could stay quiet and people will still like me". The places I do feel comfortable voicing my opinion are in activist organizations like WSC, USAS, WU and at the resource centers like the QRC and the AARC."

“Places that I feel most comfortable doing so are usually in meetings for Latino students or in spaces created for diverse ethnic minority interests (I say this because sometimes discussions tend to lean towards only black and white issues).”

5) Uncomfortable with dialogue on campus regarding issues of race, gender, sexuality, class, and other topics related to power dynamics: two different arguments.

Many students expressed feeling uncomfortable with what they described as a “PC” environment on campus. Some of these respondents reported feeling uninformed about “correct language” in conversations about race, gender, sexuality, class, etc. They described wanting forums where they felt safe to ask questions. At the same time, many other respondents expressed feeling silenced by students who quickly label and dismiss ideas, arguments, and feelings as simply “too PC” or “hyper sensitive.” These students felt that such remarks were simply brash, knee-jerk, unthoughtful reactions serving only to protect uncritical students from confronting difficult issues.

“The only complaint that I would register is that the hyper-sensitivity of some of the student body makes it difficult to discuss certain issues truthfully and openly without being made to feel like an outcast or worse.”

“I do not feel comfortable expressing my opinions in any forum on this campus, due to the assumption of liberal homogeneity and the hyper-sensitive activists on campus.”

“Students who fit in the dominant paradigm criticize Pomona as being “too politically correct” or “oversensitive” as a tool to silence those who feel marginalized and their allies. Backlash against students who address these issues is vehement, pervasive, and threatening.”

“I feel that many here accuse students of color of overreacting and of making a big deal out of nothing, which many times makes me feel like I cannot speak up to issues that are concerning and bothering me. This is both in the classroom and outside of it as well. The only time I feel comfortable in expressing my views is when I am with people I know for certain are supportive and will listen to what I have to say before just assuming that I'm oversensitive.”

6) A very large number of respondents across the spectrum of “comfortable to very uncomfortable” expressed a need for more active listening among all groups on campus and for more tolerant and open forums for discussions of all concerns.

The students expressing this concern represented many differing political viewpoints.

“There seems to be a counterproductive brand of antagonism and hostility between students who are, for lack of a better term, on opposite sides of the aisle. If liberal students speak their mind and initiate activism to address the issues they care about, there is a knee jerk reaction on the part of more conservative students to accuse liberals of overreacting. Likewise, conservative students don't seem to feel comfortable expressing their views because they are in the minority and perhaps less inclined toward activism....If antagonism and hostility were replaced with a climate of respect and a willingness to really start listening to one another, Pomona might actually start to make some progress.”

“We really have a lot of potential as a community. We do take the time to listen to one another, or at least we're trying to. So in that sense I feel pretty comfortable. What I am not comfortable about is the sense that there is a lot of reactionary white male anger here. I don't know quite where that comes from and I don't know what to do about it. All I know is that no one should feel that angry here --that anger exists for a reason. We need to have real constructive dialogue about these issues; we need to come to greater levels of understanding together as a community.”

Experience with Discrimination, Harassment or Hate

Students' responses illustrate the prevalence of harassment, discrimination and hate as experienced from peers and professors. The presence of such permeates both social and formal academic settings. Students express feeling tokenized by professors in the classroom and asked to speak for their entire race or ethnicity. One student experienced blatant discrimination when her French professor repeatedly prodded white students toward the correct answer but immediately asked another student for the correct answer after the respondent (a student of color) answered incorrectly. Homophobia, classism, and racism are clearly evident in other respondents' interactions with faculty. These range from a coach (also a professor) taunting a player with a homophobic epithet to criticize his style of dress, to a professor's suggestion that a student simply quit his or her job in order to increase his or her course load—failing to recognize that the student's attendance at Pomona is contingent upon his or her twice-weekly paychecks. Pomona's policies regarding reimbursement for grants discriminate against students who lack the funds to cover a project's cost and receive the actual grant money retroactively. Respondents listed numerous specific examples of harassment, discrimination, and hate from their peers. Respondents also testify to having witnessed repeated homophobic, misogynistic, classist, and racial comments.

1) Incidents in the classroom and/or related to professors:

"My golf coach...has repeatedly used the word 'fagola' in describing me and how I dress."

"Once I met with a professor who suggested that I could take additional classes if I quit working and he said 'remember why you're here.' I didn't know what to say or how to explain to him that I'm here because I work."

"I...was in a French class and whenever I didn't get the answer to the questions immediately or it took me too long the professor would ask someone else. But when a white student didn't know the answer she kept asking them till they came out with the right answer."

"Students of color have been mistaken for one another by professors or called by the wrong name. Students of color are repeatedly asked to speak for their race, being tokenized and forced to educate white students about 'the other' in the classroom and informal discussion."

"One very popular professor commented in a very condescending tone that affirmative action was working well for me...as if I could not have been accepted to Pomona College otherwise. He didn't know that I applied as white, and therefore affirmative action did not help my acceptance into Pomona."

"I have also had a professor refer to one of my friends who is biracial but to most appears black as her 'homegirl'."

"I have seen one professor make broad (and usually inaccurate) generalizations about various races/ethnicities, especially Latinos."

"I have witnessed students of color being singled out in a class to specifically provide a 'different' perspective, or one supposedly pertinent to the issues we are discussing."

2) Experiences regarding Pomona College policies:

"The reimbursement policies on campus are maddening for someone who doesn't have thousands or even hundreds of dollars lying around. To be awarded a grant, then told that I've got to spend my own money first and then they'll reimburse me, is ridiculous when neither I nor my family have \$4,000 lying around that won't be missed for a couple months. This is institutional discrimination against the poor."

"The current low wage for ASPC president is financially discriminating. The position essentially excludes those who need to be on work study..."

3) Incidents occurring in social situations:

“I am a black woman, and a white male grabbed my butt when I bent over, saying ‘he just couldn’t help himself’...I have had more insensitive comments made to me about my hair, my skin color, my economic background, and my family’s religious convictions than I can count.”

“One of my sponsors, while intoxicated, told my black hall mate that her hair ‘looked like pubic hair.’”

“This year a Latina freshman was harassed in her dorm room; she was studying in her room when her roommate’s drunk white friends came in and harassed her about being a Latina from east LA, pressuring her to talk with that ‘ghetto accent’.”

“Last year when Sig Tau was rushing students, every male from the middle of my hall was invited to join- even those who did not spend time with the members- and the one openly gay man was not asked to join even though he held a friendship with many members throughout the year.”

“I have been sexually harassed and threatened. It was terrifying. When I reported the incident to the administration, I was told NOT TO TELL ANYONE what had happened to me, or they could not guarantee to support me.”

“While walking around on campus, I have been accosted several times by males, asked if I want to go back [home] with them, whistled at, and the like.”

“I have witnessed incidents of harassment, heard numerous racial slurs or derogatory comments made towards women, homosexuals, and other marginalized persons.”

“It is still not uncommon for me to hear a student say ‘oh that is so gay’ just to describe things he does not like or ‘you’re such a homo’ to annoy his straight buddies.”

4) Incidents occurring in residence halls:

“My...direct experience...was the defacement of my ‘I support queer rights’ sign with the comment ‘that’s because you’re fucking gay’.”

“On several occasions I’ve walked into the hall and seen homophobic comments written on the white boards.”

5) Comments regarding the general campus climate:

“Yes, I see systematic discrimination every day against staff of the Claremont Colleges and against people of the working class and transgendered people...I think the one thing that I haven’t felt comfortable about is being a woman on campus.”

“There’s lots of casual bigotry on campus.”

“I often observe an attitude of ignorance based on economic privilege on campus.”

Responses to Such Incidents

Students' responses to this question depict disappointment and frustration with the College community's responses to incidents of hate, discrimination, and harassment. Specifically, students point to the faculty's failure to attend student-run events concerning power dynamics as indicative of a larger trend of faculty's detachment from such incidents and the greater campus climate. Multiple students report a lack of knowledge of whom to turn to after experiencing hate, discrimination or harassment. Unaware of which faculty, staff, administrators, or campus services they could approach for allied support, these respondents remained silent and internalized the hate and ignorance with which others had treated them. Additionally, students opine that certain incidents receive more attention and public response than do others; specifically, incidents involving homophobia receive particularly scant attention by the community at large. Frustration with their peers' apathy is another common theme among the respondents, as well as the very real difficulty of reproaching peers and professors for displaying offensive and threatening behavior.

1) Feelings of being under-supported by faculty/staff/administration/Campus Safety or not knowing whom to approach for support after experiencing such incidents:

"I have been disappointed with many faculty members' response (or lack thereof) to the cross burning and other hate incidents on campus...Faculty virtually never attend student events on race, class and gender, further separating their involvement and their role as allies and role models to students."

"I would call Campus Safety aside from the fact that I do not think they would respond promptly or be of any help whatsoever."

"I feel the administration does NOT take issues of classism seriously at all."

"I wish I had reported the defacement of my sign, minor as it was, but I didn't know who to go to. I think that is one problem. Was it worthy of calling campus security? I don't know. Probably not, but I still think it should've been reported to some group/person, I just don't know who. Perhaps Pomona should have (or has, but I don't know about) a group or committee to whom such minor incidents are reported. This should be better publicized, if it exists."

"I didn't respond to these issues. And as a freshman, I did not have anyone I felt I could go to about such issues."

2) Difficulties in responding:

"Sometimes students will reply that they disagree, or point out the offensive nature of the comments, or make a facial expression indicating that they find the comment in poor taste. Other times everyone ignores it or fails to notice."

"I generally try to call people out on their speech and treatment of other people..."

"The worst incidents, though, are those perpetrated by teachers and administrators who I do not feel comfortable confronting."

"I had to go to the college administration to beg to be advanced the money, all the while told that 'We don't like to do this because we're worried you might not pay us back—we've had bad experiences like that in the past.' HOW DOES THAT MAKE ME FEEL!"

"I have become less and less likely to confront the issues as time has progressed; I'm too tired of being the teacher and hurt by the isolation that my action has caused me."

"I think that we are too often concerned about keeping the peace and letting things slide. It can be difficult to speak up and challenge a good friend or a professor when an insensitive remark is made, but it is crucial that we learn to do so."

3) Expressions of disappointment and frustration with the low level of response to such incidents:

"I felt that there was very little response to these incidents, and that the responses should have been proportional to the response to other incidents of vandalism at the school this year."

"There was no response to these events; no one sees them as out of the ordinary."

"The response to the 'fags are gay' incident...was underwhelming. I am inclined to say that it was swept under the table."

"I wish there was more of a sense of communal responsibility—that someone else's pain is our own. I don't know how to instill this, but I wish Pomona College had more of an emphasis on looking out for one another and being aware of one another's' experiences and soft spots."

Administrative Staff Voices

Comfort with Campus Climate

1) Very comfortable, no problems, no discrimination.

Some staff members reported feeling very comfortable on the college campus. These employees generally feel comfortable with their colleagues and bosses. Several of these "comfortable" staff members, however, recognized that their membership in dominant groups (i.e. white, male, heterosexual, etc.) gives them the privilege to feel completely comfortable at work.

"With respect to my sexual orientation, ability status, class, sex and gender, I feel relatively safe because I am part of the "majority" with respect to those aspects of my identity."

"Very comfortable—but I am white, middle aged, and of an academic family...I grew up in Claremont."

"I do feel comfortable expressing beliefs, concerns and opinions."

2) Uncomfortable with administrative hierarchy.

Other staff members felt silenced and poorly respected within the administrative/faculty hierarchy. Many reported feeling ill-treated, degraded, condescended to, and silenced by FACULTY members either within their departments or at staff meetings.

"I feel staff are treated like 2nd class citizens here. ...Some staff more than others. I have often gotten the feeling that senior staff consider our concerns "foolish", I feel taken for granted. We are part of what makes this college what it is, yet our contributions are rarely publicly acknowledged."

"The discomfort I have felt has come as a result of the ingrained hegemony at this college (and, I believe, at all colleges). Staff members are made to feel less valuable than faculty, students and executive staff."

"I feel as if I have to be on guard and be sure that I document everything to protect myself. ...I have been in meetings that supposedly were for the express purpose of staff asking questions or stating opinions. Imagine my surprise when the very people running the meeting (the Dean or

Treasurer) have been rude or condescending to the people asking the questions. At some point, staff members whisper to each other “Why do we waste our time coming here? Things will never change.” ...I have learned the hard way that the best way for me to work in this environment is to keep quiet in meetings with faculty.”

“It has seemed to me, in the time I’ve been here, that the concerns of staff are rarely taken seriously. Therefore, I do not feel comfortable expressing my opinions to senior administration.”

“I often feel that my comments and questions are given less weight because I have a lower status than others even though my ability to think and respond is that of a highly educated individual (has a master’s degree).”

“I do not feel that I have the freedom to express any opinion contrary to the faculty. Pomona is the first place that I have worked at that actually practices a caste system. Staff, for the most part, are not valued. If you are a staff person then your opinion is not as valuable or credible as those from the faculty...The bottom line is that many faculty at Pomona have a large sense of entitlement and do not hesitate to let staff know that.”

“If there has been anything that has made me feel at all uncomfortable it has been the administrative hierarchy. While administration has gone out of its way (and rightly so) to bridge the gap between students and faculty, it has done little to advance the relationship between those considered staff and the larger community.”

“I wouldn’t dare say a word. I work here. Free speech is not a protected right in the work environment. Get real. The “speech code” proponents dominate by default. ...I feel ashamed of myself for not having the courage to share my point of view publicly.”

3) Problems with feeling silenced/discriminated against due to identity factors.

Many staff members also reported feeling moderately to extremely uncomfortable at Pomona due to racial, ethnic, religious, sexual, class and/or gender discrimination on campus. Some of these “uncomfortable” staff members reported feeling undervalued and unrecognized in the college community. Others simply feel unsafe. Here are some examples:

“I feel comfortable but continue to be concerned about a lack of understanding of and recognition of religious observances. As examples, during Passover it shouldn’t be difficult to get matza at catered events or college-sponsored events. Similarly, major college events shouldn’t be scheduled in conflict with the High Holy Days.”

“My experience here has been that religious faith is generally dismissed or ridiculed.”

“Pomona has real issues that the College does not effectively address in regards to socio-economic issues...Staff and middle administrators are compensated using so-called “regionally competitive” wages and benefits. The sad fact is that regionally competitive does not reflect the cost of living in Claremont, especially when it comes to housing. It seems odd then, that if the College has the resources to offer housing benefits to some but not all, why are the benefits offered to the tier that least and not most needs this kind of assistance?”

“I still feel a certain “us & them” mentality about those people who can afford to be part of this community and those who can’t...I think President Oxtoby has made this worse with his decision about reporting lines, who attends what, etc.”

“I often feel that my comments and questions are given less weight because I have a lower status than others even though my ability to think and respond is that of a highly educated individual (with a master’s degree). It has made me very aware of how our society at large and in the Claremont Colleges microcosm is prejudice towards those perceived to have a lower economic and therefore social status.”

“With respect to my race and ethnicity, I do not feel as safe. Though nothing has happened to me personally on campus, I cannot say the same for many of my colleagues. And this signals to me that at any time, those incidents can happen to me.”

Experience with Discrimination, Harassment or Hate

1) Have not experienced incidents of hate or discrimination.

About one half of staff members have not personally witnessed or experienced discrimination or hate-related acts while on campus. Several of these respondents mentioned hearing of such incidents “third hand,” but not experiencing such acts themselves.

“I cannot say I have witnessed, firsthand, incidents of harassment, discrimination and hate on campus on an administrative level. However, I am aware of such incidents but have not witnessed them firsthand.”

2) Have experienced incidents of hate, ignorance and/or discrimination.

The other half of staff members said that they had witnessed acts of hate, ignorance or discrimination. These respondents largely mentioned small incidents, attitudes or behaviors that targeted community members for their race, ethnicity, class, or sexuality. These respondents suggested that such happenings were commonplace and frequently overlooked by executive staff and administration.

“It seems like all the time that Pomona College hosts events that stereotype groups. This place only appears to care about these types of things.”

“Latinos on these campuses must continue to justify their existence.”

“I have witnessed stupidity...false assumptions and patronizing approaches from faculty members to students and other faculty who are ethnic minorities.”

“I was really discouraged during the rally against hate speech when the girls who made a case for the service workers were treated with a less-than-enthusiastic response.”

“Yes. Those events were largely in the area of athletics. Several of the people involved are no longer at Pomona. There were incidents of both harassment and of discrimination.”

“And how demoralizing is it to get email after email where faculty on sabbatical are asking people to rent their houses (i.e. take over their mortgage payments), and this rent/mortgage is more than many of us clear in a month!”

“Yes, as a student there were usually dumbasses that expressed homophobic (most often) messages in the residence halls on dry erase boards.”

3) Feel fearful to express their experiences at all.

One staff member wrote that they felt uncomfortable voicing their experiences with hate and discrimination on campus due to FEAR of the possible consequences.

“Are you kidding me about being specific? I and others (we’ve already talked on the phone about this survey) would love to share. But we believe that revealing the specifics would put us at risk for retribution or being ostracized. Believe me, the administration is well aware that there are problems but we are told that “Well, that’s just the way So and So is.”

Responses to Such Incidents

1) Attempted to confront the situation and begin a dialogue.

Several staff members who had experienced or witnessed incidents of hate and/or discrimination said that they confronted the person(s) who committed the act. These respondents attempted to engage in a conversation about what had been done or said. Most of these staff members found these conversations frustrating, but productive.

“My response was direct...speaking with those faculty or administrators who were surprisingly unaware of their own behavior. But they acknowledged the moment and their behavior.”

2) Encountered indifference and inaction.

Other staff members simply felt resignation in the face of such incidents. They mentioned that faculty/administrative/student inaction often left them feeling discouraged and hopeless.

“My sense is that when people address socio-economic discrepancies on campus in places such as the staff forum, they are regarded as “whiners” or something less than team players. I am aware of staff members who have left Pomona because they felt so discouraged by the class system and their inability to get people to even talk about it.”

“The worst part was how many people in the department came up months later and said how they felt I had been mistreated. Not one of them ever came forward or wrote on my behalf. To this day, I feel sick and disgusted every time I am reminded of that situation. I am so disappointed with the system here. The administration puts all the right things in print but does not follow through with its own policies.”

“I was disappointed in our students and that neither of the two senior administrators present in an official capacity said anything at the time.”

Support

The staff responses regarding all kinds of support range from feeling fully supported in all ways to feeling no support at all from the College. Some respondents mentioned certain tuition support and wellness programs as positive support structures. Others discussed feeling compassion, empathy and overall support from other colleagues or supportive supervisors. Others, however, reported a lack of occupational and financial support. And finally, many staff members said they receive no emotional or communal support due to negative attitudes and feelings of racial marginalization.

“The College has been great with tuition assistance for my family and the recent wellness program...The tuition assistance provided more options for where my children could attend school. My spouse and I have also used the tuition assistance to improve our education levels. The lunchtime wellness program has motivated me to take better care of myself.”

“I have felt supported emotionally. My mother died shortly after I started to work here. There was great understanding, patience and flexibility.”

“I think many staff members feel as if there is little support financially and occupationally. Most positions offer no room for growth, and the College plays fast and loose with things like salary levels/caps/equity/parity, etc. It’s generally accepted that if you want to advance your career or get a decent (read: living) wage, you either have to leave Pomona or threaten to leave.”

“I have not felt well supported occupationally by my boss. I came to my job with significant education and experience, however, I have not been given the challenges that I crave in the work place. I feel I have been pigeon-holed as the “help” and am therefore invisible.”

“I feel...least supported emotionally. This is because many constituents of the College allow themselves to behave in what I would simply describe as “generally uncivil or unkind ways.” People aren’t always so nice.”

“Ways in which I feel I could be supported more is for the college to make an intentional and earnest attempt to recruit, hire and retain more people of color for administrative levels—all levels...During my seven years at Pomona,...I have seen at least: 10 full-time, professional administrators/staff of color hired then leave and a handful or part-time professional administrators of color hired then leave either Pomona College or the CUC.”

Suggested Changes

1) More dialogue, more honest conversation, more opportunity to ask and answer questions.

This was the most frequent response from staff members—greater efforts to open up real, honest, complex, and tolerant dialogue between students, faculty, administrators and staff on campus. Here are some examples of comments for change:

“Real conversation. An acknowledgement that in a residential liberal arts college, EVERYONE does have a responsibility to teach as well as learn. That burden shouldn’t fall disproportionately upon students of color and faculty—students and staff need to find safer ways to have real conversation on sensitive topics.”

“I would like to see an environment where ideas are truly debated, differing ideologies are openly debated and respected. Where uncalculated risk is encouraged, supported and required. The concrete change I would like to see is assurances in the form of policy that protect my right to free speech at work. I’ll find the courage for the rest.”

“From listening to speakers at many forums, it seems like the earlier the issues of dynamics of difference in power are discussed in college life, the better. Maybe in dorms, post orientation, sponsors could lead discussions where students discuss what they think makes them different from everyone else in their sponsor group and then follow it up again in January...I think a discussion board on race and culture, accessible by faculty and staff, and MODERATED (by staff and students?), where people could post anonymous questions would be great.”

“It is important for everyone to hear about the discomforts and struggles of their fellows, so we can find ways to exist together.”

2) Make the salary and benefits system more open and transparent to all staff members.

“It is still a mystery to staff on how raises are figured out and how to advance in the system. Salary levels are kept secret although staff has repeatedly asked for a more open sharing system.”

“Access to information needs to be more readily available to staff. Sometimes the truth may hurt, but it is better to know than not.”

3) Equal benefits for faculty, administration, AND staff.

“Faculty and administration should not be given special treatment over staff. Faculty are given access to housing loans and College rental property that the staff is not. Staff members should be equal to the faculty and administration when it comes to benefits.”

4) Staff concerns taken more seriously.

“Staff concerns need to be taken more seriously and heard on a more regular basis.”

5) More assessments and greater accountability.

“An open and honest assessment of staff advancement, wages, and benefits is long overdue.”

“I would also be interested in seeing an internal study/report completed that would document the college’s hiring record for full-time, professional administrators over the past 5 or 10 years.”

“Follow through on accountability. If a HR session is mandatory, then stop allowing the faculty to skip it (prime example: gender and race relations training).”

6) Greater recognition of staff and greater inclusion of staff in campus events/discussions.

“ I would like to see the campus climate be more inclusive. Recognize the people behind the scenes publicly. Include staff in discussions that eventually will result in policies or procedures where they are the primary implementers.”

7) More emphasis on staff career building.

“Encourage staff to go for MAs and PhDs and maybe implement a cost share.”

“I would like to see significant support for career building. Pomona College has a wonderful reputation for happy students learning in a world class environment. I feel that this learning and advancement should not stop in the classrooms for the students but be encouraged campus wide.”

8) The implementation of a “thoughtful, intentional and effective strategy to recruit, hire and retain more people of color in administrative roles on all levels.”

9) “In-depth training for staff and administrators on issues of oppression and power dynamics.”

10) Greater recognition of and respect for Jewish faiths and holidays.

“We are a Christian-based community. No one misses Christmas or Easter on the calendar. Other holidays are routinely ignored.”

In Conclusion...

“My comments may seem harsh and infer that perhaps I don’t like my job. Nothing could be further from the truth. It’s because I am so invested in my job and this environment that I want to see changes implemented. I want to believe that I work at one of the brightest and best colleges in the nation, if not the world. I want to know that this is an environment where people of all types and with many experiences/talents come together to be more creative and successful.”

Faculty Voices

Comfort with Campus Climate

1) Moderately to extremely comfortable expressing opinions and with the campus climate in general (29%)*

These responses were very short and explicit. In these responses faculty indicated very briefly that they felt comfortable either expressing themselves or felt comfortable with the campus climate. Faculty wrote *"I am utterly comfortable"*, *"Very comfortable"* and *"I feel comfortable everywhere"*. Faculty responses in this category in some cases made reference to the Pomona college campus being open and accepting. One or more response indicated that it may be difficult to be outspoken but not impossible and certainly easier at Pomona than other institutions.

2) Personally comfortable with the climate and expressing their views but expressed concern for the ways in which the campus climate may be hostile or stifling for others. (23%)

Some faculty expressed that they personally felt comfortable expressing their views and with the general climate at Pomona, but indicated that acknowledged that this may not be the case for other people at Pomona. Faculty indicated that they felt that other students and staff may not feel comfortable at Pomona. Some tenured faculty indicated that they became more comfortable expressing their opinions only after receiving tenure, and expressed concern that current non-tenure faculty members most likely do not feel comfortable speaking up on issues important to them. In fact, professors expressed that before becoming tenured they feared and questioned everything they said and constantly worried that expressing their opinions would get them in trouble. Some faculty indicated that if they were non-tenured faculty of color they would feel *"pressure to keep quiet"*.

Faculty pointed to ignorance and "naiveté" among the student body surrounding issues of race, class gender and sexuality. They expressed a belief that this leads to a hostile climate for certain students. Responses also pointed to the ways in which some faculty require certain students to act as representatives of their race, creating a hostile climate for those students.

One or more professors indicated that they felt comfortable but had witnessed female faculty being dismissed and not listened to during faculty meetings.

3) Felt pressure to be politically correct and expressed concerns about silencing conservative views (13%)

While there were comparatively few responses that fell into this category, these responses were by far the longest. Faculty reported feeling that there is a prevailing climate of liberal political beliefs in which those students and faculty who express moderate-conservative political beliefs are attacked verbally. One or more response also indicated that at least two students' belongings had been vandalized because they had displayed George W. Bush paraphernalia and were known to openly hold conservative beliefs. Faculty reported feeling dismayed that conservative view points are being stifled because they feel this goes against the nature of a liberal arts education which should promote and support open dialogue and be respectful of all points of view.

Numerous responses indicated that the prevailing pressure to be "politically correct" makes many students and faculty feel uneasy expressing their views. However the term "politically correct" was never defined. Many of these Faculty responses did not indicate specifically that conservative political views were silenced, but rather vaguely said that they felt pressure to be "politically correct." They suggested that there is an "acceptable range of views" at Pomona and that they feel uncomfortable expressing an opinion outside of that "acceptable range." Certain faculty responses vaguely made reference to view points that they feel pressure not to express and perhaps can be inferred as what is meant by "politically incorrect." One or more faculty responses indicated that faculty feel pressure not to offend faculty of color. However, they also feel it is ridiculous to bring up racist events that happened many years ago and say that the current climate is hostile. It is possible that it is this type of sentiment which is what is meant by "politically incorrect". However, without a more explicit definition of "political correctness" and more concrete examples of "unacceptable ideas," it is difficult to draw any conclusions about what specific ideas, views or beliefs faculty members feel are being silenced by these general references to "political correctness."

It is clear that a major problem is the prevailing feeling on the part of some faculty that their beliefs and viewpoints are unwelcome and that these faculty members seem unable or unwilling to clearly articulate, at least through this survey which beliefs and viewpoints they feel are unwelcome at Pomona. In order to have effective future discourse with faculty, there is a critical need for more explicit definitions of what is meant by the term “politically correct”

4) Uncomfortable with campus climate (other than pressure to be politically correct) (29%)

A number of faculty indicated that in general the Pomona college campus climate is not conducive to discourse and that there is a lack of acceptance of diverse opinions. Faculty reported feeling silenced and unable to express their opinions. Others indicated that the institutions claims to promote dialogue but really attempts to create superficial harmony. Faculty indicated that this desire to create a superficial harmony then leads to an inability to discuss or debate issues

More specifically, faculty pointed to the ways in which a hegemonic ideology of white male supremacy under the guise of a meritocracy creates a hostile environment for students of color and women. Faculty indicated that the perpetuation of a meritocracy where grades are the valued commodity leads to an environment in which white students have the greatest access to good grades because they can identify most closely with the cultural orientation of the majority of their professors. Faculty indicated that the pervasive climate of white male supremacy leads to an intensely hostile climate for students and faculty of color.

Non-tenured faculty reported feeling frightened to express themselves and silenced by older faculty members. Women faculty members reported feeling that they have less of a voice due to their gender. Faculty of color indicated feeling a lack of understanding or support when addressing racism. One or more faculty members indicated feeling uncomfortable around faculty of color who are outspoken about racial discrimination. Faculty indicated feeling generally that anyone different (not white, wealthy, from an educated family background, or male) feels uncomfortable and those who speak out against white supremacy, heterosexism, sexism and classism are tired and frustrated.

It is clear from the faculty responses that fall into categories 2, 3 and 4, which include 65% of the responses, that faculty from all racial and class backgrounds, men and women, liberal and conservative, feel that the Pomona college community is at the very least uncomfortable and unwelcoming of their points of view or the points of view of others.

5) Inappropriate for professor to express personal opinions to students for fear of stifling the student’s opinions (6%)

In these responses professors indicated that they felt because of their position of power in the classroom that it was inappropriate for them to express their personal views, opinions and beliefs for fear that this would stifle students voices and shut down dialogue among students of varying viewpoints. Responses indicated that professors felt a professional obligation to try to keep their personal opinions out of the classroom.

Experience with Discrimination, Harassment or Hate

1) Never experienced or witnessed incidents of discrimination or hate (44%)

In general, the responses in this category were one or two word responses indicating that the faculty member had never either experienced hate or discrimination. One or more faculty who reported never experiencing hate or discrimination indicated that they were tired of hearing about “hate” incidents. One or more faculty members suggested that all these “alleged” hate incidents could certainly all be hoaxes carried out by Keri Dunn or could have alternate explanations or motivations other than racism. The incident where “nigger” was written on a calendar across the hall from an African American student’s dorm room at CMC was offered as an example of an incident that could be motivated by something other than racism or of a hoax carried out by Professor Dunn. Two or more faculty members whose responses fell into this category indicated that they felt that Pomona was an open and accepting place where all races and “persuasions” are accepted.

2) Never personally experienced hate or discrimination but observed or heard about incidents of hate or discrimination (16%)

Faculty whose responses fell into this category reported that they had never personally experienced discrimination or hate incidents and either alluded to or described incidents they had witnessed or heard about. A number of faculty whose responses fell into this category reported that either students or other faculty members had discussed such incidents with them. One example given by faculty was reports of hearing students at Pomona discuss the ways in which “equal opportunity” has led to too many minorities being admitted to Pomona who did not get in on their own merit.

3) Experienced incidents of hate or discrimination at an institution other than Pomona College (5%)

One or more faculty whose responses fell into this category reported that they had experienced incidents of hate or discrimination at other colleges at the 5 colleges including physical ability discrimination and white supremacy. Specifically example was reference to comments stating that rap music was jungle music.

4) Experienced or witnessed incidents of hate or discrimination at Pomona College (35%)

A common theme in these responses was a reporting of a pervasive subtle discrimination and hate among the faculty. Faculty reported that there are a lot of comments that are made especially with regard to faculty of color, working class faculty and women faculty that are not blatantly racist, sexist or classist but that betray underlying white supremacy and elitist attitudes. The words “insensitivity” and “personal prejudice” were used often to describe such incidents. Respondents reported that there is a lack of understanding on the part of many faculty that all of these comments are hurtful and create an extremely hostile and hateful environment at Pomona.

For example, faculty reported that patronizing comments are made about working class faculty, particularly on hiring committees, describing such faculty as “matronly”. Racism is masked when hiring faculty of color by claiming that the faculty of color have research that cannot be understood. In more extreme cases, faculty reported that racist comments have “seriously” and negatively affected the careers of faculty of color at Pomona.

Faculty reported being made to feel that they do not belong at Pomona with numerous comments directed at their social class, their gender as a liability and sexually harassment. Women faculty reported being sexually harassed as well as being disrespected by male students in the classroom and having their credibility brought into question.

One or more faculty member reported incidents of hate or discrimination by faculty against students who were accused of being hateful or discriminatory, students who had allegedly committed a hate crime and students known to be conservative in their political views.

More than one faculty member reported an incident in which a Chemistry professor asked an Asian American student to come to the front of the class and take a shot of alcohol to have the students in the class observe her face turn red. The faculty reported that this was to prove that Asian people lack a gene necessary to keep from blushing.

Support

While most faculty members found support in some venue or another at Pomona, some faculty members, citing various reasons, felt completely unsupported at Pomona. For the faculty members who found support at Pomona, for some this is unconditional support, but for the majority of respondents, this support is weighed out by circumstances in which they could not find support. The majority of respondents who found support found it from other faculty members. Some faculty members only listed specific areas in which they could not find support.

1) Good Overall Support at Pomona

“In general, yes, I've felt supported. Of course, no community is perfect, but there hasn't been anything systematic that I would worry about.”

"I have felt well supported on campus physically through all the building managers/housekeeping people I work with, academically/occupationally with my superiors and co-workers, emotionally I am supported by my religious community."

"I have never felt unsupported here. My colleagues, some of my students, and certain members of the administration are persons I could go to for support."

"I go to other faculty members for support, and feel a great deal of support from students."

"Mostly, yes. I have a few mentors and friends to whom I turn for support, and they've been fabulous -- in particular, the chair of my department, who has always been a supporter. "

"There is a lot of intellectual and emotional support for me from my department. My colleagues are great. The faculty as a whole is congenial and friendly. Students have been respectful and kind to me. I have had good relations with the Administration. The staff are also very positive. I'm paid well and given terrific resources for teaching and research. I feel very very lucky. There is no place on campus that seems hostile to me."

"I feel that this is the most supportive work environment that I have ever worked in."

2) A Mix of Both Support and Lack of Support at Pomona

"I generally feel supported on campus, although I often feel judged when I do not agree with the majority."

"I feel very supported, especially by the other faculty. This is the most supportive environment I've ever been in. My sole complaint is, again, that students feel amazingly comfortable openly challenging my pedagogical decisions, including ordering of material, length of HW assignments, type of exams. I tell them at the beginning of every semester that my classroom is not a democracy, but a benign dictatorship. To me, this behavior is very disrespectful, and I feel it is encouraged by the "Pomona atmosphere" to a great degree."

"Well. In general the college does take education and faculty needs seriously. I don't always feel heard by the Administration on particular issues, but they do support faculty efforts through established, if impersonal, protocol."

"Faculty in general have been supportive. The issue of race however is sensitive and I have only been able to talk about it with faculty of color."

"Again, I revert to comparison: I have found Pomona to be the MOST supportive place I have been. At the same time, I will admit to a real anxiety about revealing some disabilities that have impacted my ability to do my job at the expected levels, and may further impact it in the future. On the one hand, I have no reason to expect hostility or non-support from the college. But the stigma attaching to disability in general, and to those disabilities perceived as having a psychological or mental component, makes me very wary of 'coming out of the closet.'"

"To some extent, the support I lack in my department is made up for by the broader campus community, in which I feel respected."

"I have felt supported by many people on the campus. I seek out friends for support. Years ago, I felt very unsupported by the admin. in matters of health insurance availability. Now it's even worse but has fewer consequences for my health."

"When I have felt unsupported, I have gone to other faculty members or to friends outside of the College. I don't think that the academic environment is particularly healthy for faculty--very little trust, lots of competitiveness, nastiness behind people's backs, etc."

3) Specific ways in which Faculty feel unsupported at Pomona

“I feel uncomfortable when religion is brought into college functions. In particular at graduation and convocation, it makes me extremely uncomfortable that there are prayers. We are not a religious school, and in these official settings I feel that religion is being forced on me.”

“Some departments are dysfunctional families, and the students sense this. How can the faculty be asked to set the 'moral high ground' for students when they can't even work together as a group within their own discipline? The popular press has reported on the increased need for student therapy. Do they know that some faculty groups have been in therapy too? Has it come to this?”

“I specifically do not feel supported by my department chair, who routinely treats junior faculty as second-class citizens. It is also widely felt that she is also unsympathetic with faculty of color.”

4) Total lack of support at Pomona

“The march was empowering. The administration does not make me feel supported. My support is outside the college”

“This is a completely unresponsive institution. Campus resources (counseling, etc.) are pathetic for students. For faculty and staff, I cannot imagine turning to Pomona for serious help on any personal issue. You are welcomed here as long as you don't raise difficult issues (Race and gender are NOT difficult issues! Everyone is eager to talk about them endlessly, as long as they don't have to do anything substantive about them.) I DO have a close circle of friends here whom I value immensely, but as an institution, Pomona could not be less supportive.”

“I am an adjunct faculty, so I don't feel there is very much support for me at all. I think that is due to the fact that I am an adjunct, probably not due to any specific factors about Pomona College.”

Suggested Changes

Most faculty members had specific ideas for change. The majority of ideas fell into the following categories: curricular change; increasing diversity at Pomona; open discourse on various issues; community-building activities. Many respondents feel strongly that discussion of issues of race, class, gender, ability and power dynamics should be a curricular requirement, and offered various methods for incorporating such discussions into the curriculum. Many respondents also felt that diversity needed to be increased at Pomona at all levels. Some respondents felt that community building would also help campus climate. Though it is clear that faculty members hold a variety of viewpoints regarding campus climate, most respondents felt that there is obvious value in continuing discussion of these issues. Most respondents agree that it is important that the quality of this discussion change so that all Pomona voices have the space to be heard.

1) Curricular Change

“I would like to see students have (maybe as part of their orientation?) some seminar to help them examine their preconceptions of the world and the people in it. Many students are unaware that the world is not exactly like where they grew up, and that they can't take for granted that their classmates share their preconceptions. I don't think students deliberately treat me differently because I am a woman, I think they are completely oblivious to the fact that they believe women are not skilled at science/math. The same goes for all the other social distinctions – sexual orientation, ethnicity, etc.”

“Self-critical thinking needs to be taught to both students and faculty. Perhaps faculty training in such issues other than in a theoretical level would help.”

“Funding should be allotted for a curriculum that teaches diversity and has intercultural, racial, and disability studies courses as requirements.”

“The immediate creation of a fully supported humanities center dedicated to the study of the dynamics of difference and power.”

“A DDP-like curricular requirement”

“It might be useful to train faculty on how to lead discussions that involve race, class, gender, etc. If we don’t get a required course on such issues, we might at least require a one-time discussion of them for freshman.”

“I do feel that a diversity requirement would be good for the curriculum, though I would not be adverse to such a requirement being fulfilled in say the art or history of non-Western cultures, as well as classes that are more obviously applicable. These classes may not directly address some issues of climate, but a mere appreciation of other cultures is a good step.”

“The immediate creation of a queer studies program; the immediate creation of a Humanities center that could sponsor long-term discussions of power dynamics, with outside lectures, campus readings, symposia, etc.”

“ I would like to see more attention given, both in the curriculum and in the allocation of extra-curricular time and money, to fora/workshops/courses that introduce the college campus to (or deepen their understanding of) 'minority' perspectives: women's issues, gender issues, race, ethnicity, and ability issues. This is vital, I think, if we are to achieve the comprehension that understanding such things deepens our knowledge-base and develops our capacity for empathy, rather than fragmenting them...I would like the college as an institution to find a way to facilitate and recognize the value of interdisciplinary work, and to encourage (rather than penalize) people to co-teach interdisciplinary courses. E.g., a colleague told me about a child's taking a course on alcoholism being co-taught at another institution. I would like to be able to co-teach a course on disability with faculty members in other disciplines. Pomona badly needs a co-taught course on values in science, as well as a course on conflict (in the wake of 9/11), and co-taught courses in environmental issues, agriculture, etc. (These are just the ideas that readily occur to me; I know that more sustained thought would turn up many other possibilities.) To enable such courses to be integral to students' education, the college would have to alter its major and general education requirements, as well as to fine-tune its mission statement.”

2. Increase diversity on all levels

“1. Plan for a larger contingent of transfer students and target top students at community colleges for those slots. 2. Work to broaden the spectrum of economic backgrounds of people attending Pomona. One possibility (that would require a bit of research and planning before execution) would be to abandon the idea of need-blind admission, and actually give an advantage to those who come from lower-income backgrounds.”

“I’d like to see a better social climate for black and Latino students. This would require (i) more students; (ii) greater gender balance; (iii) less reliance on alcohol for entertainment; (iv) events that draw minority students from other campuses (UCLA, USC, Occidental, etc).”

“I would like to see greater outreach to prospective students of color.”

“We need to increase the number of people of color at all levels (administration, faculty, students). We need full faculty positions in the Intercollegiate Departments of Asian American Studies, Black Studies and Chicana/o Studies!”

“A renewed emphasis on recruiting and retaining faculty of color – greater protections for untenured faculty members in terms of less-onerous committee service, lighter advising loads, etc.”

“I would obviously like to see an end to the painful incidents we’ve had on campus. I wish all members of our community felt welcomed and supported. I wish we had a more diverse student body, faculty, and administration so that minorities don’t feel conspicuous and alone. I think transforming the Affirmative Action Committee into a more powerful Diversity Committee will help. I am optimistic about our Irvine Summer Scholars Enrichment Program. I hope that adding two more admissions officers will bring in more students of color. I like the Posse program I was introduced to last week. I hope we continue to scour the country for talented faculty of color, especially Black men. I hope we also continue to bring in speakers and workshop leaders on these issues. I’m hopeful. I think there is a lot of goodwill to tap.”

“More faculty of color; more dedicated tenure track faculty lines in ethnic studies departments”

3) Open Discourse

Respondents posited various opinions regarding the nature of public discourse at Pomona. Some felt as though Pomona members are too brusque with one another, leaving less vocal members out of the discussion entirely. Others felt as though Pomona members are too polite with one another, facilitating only surface-level discussion.

“I would like for the college to have workshops for faculty, staff, and students on how to disagree in a civil manner, particularly in a public or semi-public setting.”

“I have heard a lot from students lately about their specific experiences of classist and racist remarks and behaviors...I think a department-based requirement of a power and difference course requirement is warranted. I think the Tim Wise seminars for faculty and staff are a very good first step. I am sure there's a lot for me to learn about whiteness that I don't yet know.”

“I would like this to be a campus where no one, regardless of background or perspective, felt inhibited from speaking out in a thoughtful expression or defense of his or her position on any matter. I don't know what concrete changes would facilitate that. Perhaps a clearer designation of space where such exchange is encouraged and protected would help, though I would like to think every space on campus functioned that way.”

“Perhaps the most difficult aspect of the campus is the pervasive veneer of liberal tolerance that obscures the prejudices and dislikes among students, faculty, and staff. Racist, homophobic, sexist, or classist students let their ideas slip out only in passing in classrooms, which makes it different to confront the ideas or ways of thinking. I would like it if we could actually argue about these things instead of pretending to all agree. Further, while the campus is more diverse than the schools and communities most students and faculty come from, it is far from as diverse as our society as a whole. The only way to truly change the atmosphere is to change the people!”

“Discrimination of one sort or another will not cease to exist, inside and outside Pomona. All we can do is to continue our effort to talk about it openly, as we have. Tolerance of dissent and tolerance of difference have to come in a package; civility and a diminution of ad hominem attacks is crucial.”

“People could listen more. Administration particularly often sets forward an agenda without enough input, in my opinion. And when it does so it is virtually unstoppable. The 2-2 load, for instance, was announced as a given without enough consideration of its effect on the curriculum and therefore its effect on students.”

4) Community-Building Activities

"I'd like to see more meaningful community projects with faculty, staff and students working together towards a common goal."

"Celebrate who we are as a community--all 7 Colleges in the Claremont system should figure out a way of doing this together annually."

"I think less committee meetings, more public discussions like faculty forum discussions would help. Earnest discussions with students should happen more outside the classroom, but our campus architecture is too suburban and does not encourage chance meetings. I recommend more faculty/student lunches, and afternoon activities which get us together. Many of the campus activities also are at times which are not favorable for those of us with families with small children."

5) Other Ideas and Concerns

*"It's not *directly* connected to inequality and race on campus, but I think the whole place would be better if students and faculty could form a compact to be less bound by a culture of working for grades, and more devoted to a culture of learning and nurturing the soul. Faculty and students have been complicit in creating a workaholic culture of competing for grades."*

"I don't think there should be any religious references in any college functions. SO that all people from all religions or no religion will feel like equal members of the community."

"I would hope that the Pomona community would show a greater awareness of the contributions that the chaplaincy can make to addressing campus-wide and personal issues."

"People should smile a bit more, say hello to each other, and not be so 'intellectually full of themselves' all of the time.' As a community, Claremont is uppity--reading one edition of the Claremont Courier will convince anyone of this. Unfortunately, our campus suffers the same disease. Claremont is not "the real world" and neither is Pomona College. We need to focus less on the Campus and take a look at the world around us. It will help define the campus is a more realistic light."

Observed Structural Inequalities

The majority of respondents cited inequalities in salary and in departmental funding. These inequalities are further compounded by a "veil of secrecy," as written by one faculty member. Various other structural inequalities were listed by faculty. Some faculty members declined answering the question, citing lack of data or qualification to write on this issue.

1) Salary Inequalities / Inequalities in Departmental Funding

"Salary levels are a big mystery among faculty members since no one knows what the levels/rules are. We only know what we get. It engenders an 'everyone fight for themselves' attitude. Merit-based raises are influenced by dept chairs and visibility as much as by merit."

"Because a veil of secrecy covers issues of salary, tenure and promotion, it is very hard to come up with accurate figures. Anecdotally, I know that the Dean and the President play favorites with faculty and that some female faculty of color have been among the lowest paid at rank."

"Who would know these things outside of the administration? I don't quiz my colleagues about their salaries or about departmental budgets. But there is certainly feeling that there is a lack of equality. And a lack of information only fuels that perception."

"I do know that male faculty members on this campus are on average paid a good bit more than women. For instance, a faculty member in my department who was in his first year here when I was in my second was paid during that year only \$100 less than I was -- which left me feeling as though my year of service to the college was only worth \$100."

"I think an annual review of these issues by the deans and president is essential. People like me in the trenches don't know much about salary levels, unequal treatment, etc., and if we knew, we could not do much about it."

"It is well known that there are inequalities in terms of departmental funds."

"Biology. Too many resources -- lavish buildings, new faculty lines, two vehicles. All this while teaching less than all the other science faculty. The situation is demoralizing to those of us in the other sciences."

2) Other Structural Inequalities

"I don't know any specifics, but I think you could look at the makeup of the cum laude, magna, and summa groups at graduation; my sense is that a number of persons of color graduate cum laude (indicating they work hard and are terrific in class) but that a much lower percentage of persons of color is found in the magna and summa groups, indicating that they are unable to get A's in EVERY course. I haven't counted, but if this is true, it means some faculty clearly give top grades to white students only."

"Title IX inequities in athletics"

Additional Comments

Here are some of the additional comments given by respondents.

"Thanks for gathering all this information from people. It is one more important piece of the conversation."

"I am very committed to working for change in the campus community. I want to remain at Pomona for the rest of my academic career. I perceive the college as possessing the potential to change itself and thus to have a more profound moral impact on its students' lives, and thus a more profound impact on society, than any place I have been. Pomona is thus, by my lights, the nexus for educational growth, personal growth, and moral education. I am a passionate person, and I love working with students; I am constantly amazed at and delighted by the depth of our students' goodwill, the breadth of their intelligence and the richness of their sensibilities. At the same time--and alas--I have felt very, very frustrated by the institution at times, and at the administration far too often. Too often good ideas from groups of students (and/or faculty) are thwarted or shifted to the back burner, which sends a powerful message: viz., you can think (and perhaps do) what you want, but not on company time. And too often the administration has allowed its own leadership concerns to strangle faculty/student committees, thus increasing cynicism, alienation and (forgive what may appear to be hyperbole) despair. Who should chair a committee, or how one should be organized, should NOT be decided by the administration, but by the participants, especially when the participants have worked together for some time. The current president and dean of the faculty have, intentionally or otherwise, conveyed the message to the faculty that they intend to use top-down thinking and assessment. (It is ABSURD to have an historian and a chemist presume to know how effective and 'meritorious' faculty members are in disciplines that are largely unknown to them.) The changes in the ideology of the administration (along with its increasing size) have amounted to a significant shift of power away from the faculty, and ultimately, the students. Many faculty members perceive this, however inchoately: Faculty morale is at its lowest point since I have been here, which is really saying a lot, especially since it shows no signs of improving."

“If this is not anonymous, I’ll be in deep shit for having independent ideas. If it really is anonymous, I’ll bet there will be people trying to figure out who the hell I am. Fact is, I’m so tired of having to walk the line that I don’t give a damn. But I’m not signing my name. If I did, I’d never know if it really was anonymous.”

“I find Pomona, in spite of its obvious academic quality, to be a uniquely uninteresting, suffocating, oppressive, and conformist institution. I have little “real” commitment to it beyond fulfilling the requirements of my job -- I learned years ago to seek real personal and cultural satisfaction outside Claremont.”

Service Worker Voices

Experiences at Work

Service workers at Pomona College talk about several widespread problems with service management, salary systems, and work load assignment. Specifically, they noted language barriers between English speaking managers and Spanish speaking workers, preferential treatment toward English speaking workers, unequal pay and benefits, and uneven work load distribution.

One supervisor noted: *“a lot of problems arise because of language barriers. For the managers who speak English, they understand better the workers who speak English and don’t understand the culture [of Spanish-speakers] and where they’re coming from.”*

One worker commented that: *“Les dan preferencia a los que hablan Inglés. Las personas que hablan Inglés, a veces no hacen nada, no más aquí, no más allá, y no sacan el trabajo. Y sin embargo, sepa uno Inglés o no sepa, todavía le falta uno el trabajo.”* ([The managers] give preference to those who speak English. The people who speak English, sometimes they don’t do anything, a little here, a little there, and they don’t do the work. However, whether one knows English or not, there is still work left for them to do.)

Another worker mentioned that: *“Hay mucha diferencia entre los sueldos...Muchos compañeros están enojados, porque saben que ellos están ganando menos que otras personas...Los que hablan y escriben Inglés ganan más...No sé porque...Ellos dicen que es porque una persona habla Inglés y lo escribe...y por eso están pagando así...No necesito hablar Inglés para lavar un plato.”* (There is a big difference between salaries...Many coworkers are angry, because they know that they are earning less than other people...Those who speak and write English earn more...I don’t know why...[The managers] say that it is because a person speaks and writes English...and that is why they pay that way...I don’t need to speak English to wash a plate.)

And one co-worker said: *“Una comañera de trabajo nos dice que ella los viernes está sólo, y que corre a las ensaladas, corre la línea de la comida, corre a limpiar el deli, porque no hay personas.”* (A co-worker tells us that on Fridays she is alone, and she does the salads, does the food line, cleans the deli, because there aren’t any other people.)

Histories: *Student organizations, resource centers, and academic departments*

The histories contained within this section were written and submitted by members from each organization, center or department. Thus, they vary in content, purpose and form.

Associated Students of Pomona College (ASPC)

ASPC Responses to Issues of Power Dynamics as of 4/14/04:

- Senate votes to support the DDP proposal and send it again to the President and appropriate committees.
- At the beginning of the year, the creation of three “pillars” of this year’s administration, one of which was “Diversity”. When this was created, Senate was unsure how it wanted to define “diversity” but settled on “all minority students”. The specific goals were: to make Senate more accessible to minority students, to impel Senators to go to meetings of groups that address the concerns of minority students, to have a diversity training with PDAC, and possibly a forum/discussion with student groups and leaders to air concerns. A committee was formed to act on this pillar and its members were/are Cieran Rockwell and Lindsay Hill.
- The education of Senate and the facilitation of communication between Senate and student groups were the practical goals of the Diversity Committee, but it soon became clear that there had not been enough discussion of the tenants of “diversity” or the relationship between the student body as a whole and ideas of “diversity”. This bogged down the committee under second semester of the year, when the discussion was forced by events on campus.
- Senate debates possible responses to the cross burning, including in the discussion other bias-related incidents, with the theme, “Go big”. This continues for 3 meetings (at least) and possible ideas included: bringing Angela Davis to campus, changing the first-year summer reading, bringing an poster exhibit done about the non-scientific basis of race (done, on its way), a student strike, a 5C dinner on the quad (done after the car incident), and the like.
- After the OAD incident in particular, Community Affairs Commissioner David Henderson proposes Senate adopt a “Student Organization Leaders Sensitivity Training Policy” and a “Non-Discrimination Funding-Contingency Policy”. The first proposal was worked into the new “Diversity Commissioner” legislation, and the second was worked into the new “ASPC Student Organization Contract”, which was adopted the week of April 12th.
- The car incident rattles everyone, the 5C dinner and discussions happen, and Senate considers ways to institutionalize the momentum for change. In conjunction with the annual modification process of the Senate bylaws, the Diversity Committee wrote legislation that created a Senator whose primary responsibility was to address the concerns of underrepresented students. This was done not to alleviate the responsibilities of other Senators to do this but to practically incorporate our commitment to diversity into the Senate. This position is currently under (positive) discussion.

Submitted by: Cieran Rockwell

Committee for Campus Life and Activities (CCLA)

CCLA is in the process of reevaluating its mission statement/role as the committee for campus life committed to programming to meet the broad needs of the student body here at Pomona. CCLA hopes to challenge itself to make the committee more accessible and to continue to diversify and improve its programming.

Towards A New CCLA:

- Self-evaluation by all committee members regarding their role as members of CCLA - expectations on both the macro and micro level
- Committee for internal review
- Forum
- Create a new structure for CCLA
- Publish new structure in TSL- get student feedback
- Recommendations for re-structuring CCLA
- Steps to make it more accessible
- Steps to make it more accountable

In terms of expectations for individual committee chairs, CCLA functions very well on the micro level (in terms of individuals on the executive committee being responsible for throwing one “type” of event and executing this programming well). However, we have concluded that CCLA has neglected to outline macro level expectations for the executive committee members.

Thus, the new goals for committee chairs include:

- Programming a diverse array of events aimed at meeting the broad needs of the students at Pomona College
- Creating a comfortable and safe atmosphere at all events to ensure that we are meeting the needs of all students
- Being consciously proactive and responsive to issues affecting the different communities here at Pomona in addition to addressing the climate of the College in general
- Ensuring the quality of all events, regardless of the presence of alcohol and de-emphasizing the presence of alcohol in general

Finally, we have established our purpose and mission statement to be as follows:

- To implement social, cultural, recreational and educational programs to meet the broad social needs of the students of Pomona College
- To provide advice, assistance and support to student organizations regarding implementation of programs
- To provide access to funding in support of student events and activities

Submitted by:

Danielle Ticoulat-Bowers, Campus Events Commissioner

Anthony Forte, Films Chair

Erin Carter

Megan Cribbs, Annual Events Chair

Erin Fitts, Special Ops Chair

Maggie Fick, Freshman Member at Large

Lauren Pedley, Freshman Member at Large

Class Awareness Task Force

Class Issues at Pomona:

In spring of 2003 a group of students and administrators met to talk about the impact of family income on student experience at Pomona. This Class Issues Task Force considered whether students who support themselves (outside of the assistance they receive from Pomona) face unusual challenges as students at Pomona. Are low income and self-supporting students less able to accept internships and study abroad opportunities? Are they unable to complete for prestigious fellowships? Are they less able to take full advantage of all class and co-curricular opportunities?

The Task Force agreed that the issues identified would most likely fall into one of two categories: those where the College could do a better job than it currently does and those where College policy is adequate but could be better communicated to the student body. One role of the Task Force was to identify into which category a particular problem fell

After enumerating a range of issues that affected students negatively, four College officers were invited to meet as guests of the Task Force. These administrators were selected because of their knowledge of key problem areas. They included Pat Coye, Director of Financial Aid; Frank Bedoya, Associate Director of Campus Life; Carl Martellino, Director of Career Development; and Rhoda Borcharding, Director of Study Abroad. Pat Coye was the first guest. She proved to be so valuable that she was asked join the group.

The issues that were identified and some of the recommendations arrived at by the Task Force include:

Internships:

Under the general heading of internships two issues were identified: The cost of accepting internships during the school year in terms of lost wages and increased expenses and the near impossibility of taking unpaid internships during the summer.

Internships held during the academic year generally require a commitment of at least one full day a week—an effort that makes holding an on-campus position for pay in addition to carrying a full time course load extremely challenging. Travel expenses for internships are also a major challenge.

During the summer, low income and self supporting students generally need to earn money to offset expenses in the academic year ahead. Regardless of how prestigious and closely related to academic interests an internship may be, the cost of living away from home and working at a non-paying position is a luxury most low income students cannot afford.

1. Internships during the School Year

Low income students often are reluctant to take College sponsored internships during the school year. Each student receives a stipend of approximately \$450 from the Career Development Office to offset the costs associated with interning. Out of this sum weekly or bi-weekly transportation to the internship site must be paid. An eight to ten hour a week internship, when combined with travel time, makes it nearly impossible for the student to hold a paying work/study position on campus. The student may be forced to give up \$800-\$1,000 in work study funds that would be earned if she or he worked on campus. The loss in income is generally too great to allow self supporting students to accept an internship.

Transportation costs and other required expenses for internships in Los Angeles are paid for by students until their internship stipend is received. Money to reimburse transportation can be slow in arriving which means students must take the money out of their pocket and wait to be paid back. Stipends for internships are not sufficient to make the metro link affordable and so students often use the bus or other slow and inconvenient means of travel to Los Angeles.

Recommendations:

The Career Develop Office should increase the amount of the stipends associated with internships so that all students/low income students are able to earn income from them comparable to their on-campus work study allotment. Generally a stipend of \$800 would be sufficient. This change probably means that there will be fewer internships available but each one will carry a higher salary.

Tickets for the metro-link to Los Angeles should be purchased by the Career Development Office and made available to students who accept positions that take them to Los Angeles. Students should receive the number of tickets necessary for the trips they expect to make to satisfy the obligations of their internships.

2. Internships over the summer

Students from more affluent families are often able to accept unpaid internships that are linked to their major or to a possible career opportunity. Their families often have resources that can support children living away from home over the summer and working in unpaid positions.

Students from low-income families generally need to work and earn money over the summer so that they have something in the bank for fall. The prospect of spending the summer in Washington, DC (for example), renting an apartment, and covering living expenses without earning income is simply not feasible. Because wealthier students have these opportunities, they are advantaged in the job market, in graduate school admissions and even in the knowledge base that underlies their major.

Recommendations:

The College should attempt to allocate existing resources to or raise new resources to allow students to complete a summer internship during one of their three undergraduate summers at Pomona. The program would be a great asset to Pomona students even if it began small and only provided support to 5, 10 or 20 students each summer. This money, for which students might apply, would permit the recipient to take an unpaid position over the summer in their area of interest either in Los Angeles or in another location. Ultimately, if the program expanded an interested student might expect college support for an internship experience during one of his or her three undergraduate summers.

Financial Aid

Issues involving financial aid were an important part of the Task Force's discussion. During early meetings, there was considerable misinformation and confusion about financial aid policies. After Financial Aid Director Financial Aid Pat Coye joined the group, it became clear that many of the concerns students had, had already been addressed by the College. The problem, it appeared, was to make certain that students, especially low income students who need to rely on the College's financial aid policies, know the array of services and benefits that are available to them.

Questions that were raised and answered include:

Do loan expectations increase year by year? Loans at Pomona do increase from the first to the third year but the overall (four year total) amount of loan that students are expected to take has been decreased in recent years. Information about this practice is part of the financial aid information booklet but Task Force members suggested that it might appear in a greater range of publications and be generally more accessible. The loans included in the financial aid package amount to \$13,500 over four years. The amounts by year are:

Year 1	\$2,500
Year 2	\$3,000
Year 3	\$4,000
Year 4	\$4,000

Will financial aid pay for health insurance? Financial aid will cover health insurance for low income and self supporting students who lack health insurance coverage or who do not have coverage applicable in the Los Angeles area. The cost of health insurance will be paid by grants and not by loans in most cases.

Some classes cost have "hidden" costs. Breakage fees in the labs, a requirement to attend theater or music events off campus in some ID 1 classes or in fine arts classes, special fees for physical education classes, the cost of Orientation Adventure are only a few examples. Students were unaware that these costs could be covered by financial aid. Several years ago, the college made an effort to eliminate fees by increasing tuition enough to cover these "extra" costs. Over time a few additional fees have crept back into college costs.

Physical examinations, immunizations, visas, passports for students who are going abroad can be very costly. Students were unaware that these costs could be covered by financial aid.

How can students who depend on work-study funds earned over the semester buy books at the start of the semester? Books are sometimes expected to be paid for by "summer savings"—money that the aid package estimates students should be able to earn over the summer. In other cases, book costs are included in the aid package. When this is the case, book money may be earned over the course of the semester through work study positions. Nevertheless the student must pay for books at the beginning of the semester. Once a student's aid package is created, aid is credited to room and board, tuition and fees. If there are funds remaining beyond those payments, the student is given an excess funds slip which is taken to the business office where a check is prepared and given to the student.

It seems desirable for a student to have book money at the start of the semester and not have to wait to earn it gradually across the semester. It would also be helpful if there was a quicker and more efficient way for excess funds to be dispersed. Issues concerning books led to a discussion of the role a SMART CARD could play. Comments on that discussion follow.

Recommendations:

The basic principle of financial aid at Pomona is that once the family contribution is established, anything which causes the student's cost of education to increase will result in more aid whether in the form of grants or loans. For very low income students, the aid will often be grant aid. Simple, clear information about financial aid should be available to students, especially low income students, so that they will know what they can expect from the financial aid office. Information about what items aid will cover should be in the Student Handbook and in packets given to students when they return for the fall term.

Study Abroad

Study abroad is a requirement for the International Relations major and for some language courses and is a program in which many, of not most, students at Pomona hope to participate. Low income students fear that living costs will outpace the living allocation they are provided if they elect to study abroad. A new wardrobe including heavy winter coats, gloves and boots may have to be purchased. Uncertainty about how costs can be managed may discourage some low income students from applying. While it is well known that additional loans can be arranged, this may be daunting to students with fewer resources.

Students who depend on their work study earnings during the semester to pay their living expenses know that they will not be able to work while abroad due. Those students have few alternatives but to take loans over and above those that come with their aid package in order to make up for lost wages. These additional loans may serve as a deterrent to study abroad for low income students. Further, while trading loans for work-study funds is readily arranged, not all students know that such an exchange is possible.

In addition, the discretionary travel that generally accompanies study abroad may be beyond the reach of students who must pay all of their own expenses. They may be in the position of staying behind while all the members of their program see additional sights and share memorial experiences.

Recommendations:

Study abroad is a unique experience for many students and for none more than students whose families have not been able to provide them an opportunity to travel. The study abroad experience would be more readily available to all students if the College made some additional resources available to low income and self supporting students.

During the semester that low income students go abroad, the College should enhance its financial aid offer so that, for the one semester abroad, grant aid replaces work study allocations.

Some additional money should be made available that students can apply to receive. These funds would cover at least limited travel experiences within the country in which the student is studying and/or in the surrounding region.

Low income and self-supporting students should clearly understand that if costs in the host country are unusually high, additional food and living expenses will be part of their study abroad package.

Leaving Pomona

When students reach their final year in the College, a number of unexpected expenses are encountered. While departments provide some funds to support thesis projects, what is provided is often less than what students typically spend to gather data and print and bind their thesis. Many students can make up the cost differential readily; low income students often cannot.

The cost of applying to graduate and medical school, the purchase of new items for an interview wardrobe, and travel to interviews for prestigious fellowships are beyond the means of many students. Self supporting students may struggle to manage the costs associated with pursuing research or fellowship opportunities and may be seriously disadvantaged with respect conference attendance where they present research because of the costs associated with getting there.

Having worked hard for the degree that Pomona offers, all students should be equally able to seek fellowships, employment, acknowledgment of their research efforts, and graduate or professional school placement.

Recommendations:

Students who receive significant sums of financial aid should be contacted prior to their senior year, and advised about expenses that will be associated with thesis work, fellowship, graduation and job or professional school placement. These informational interviews might be conducted by the Office of Student Affairs or by the Financial Aid Office or shared between the two offices.

Funds should be available to which self-supporting or low income students may apply that offset or help to offset the expense that students encounter as they move from Pomona into the next phase of their working or educational life.

Information and the Office of Student Affairs

Over the course of the discussion, a number of issues were raised about emergency loans, visits to Monsour that exceed the six that are routinely provided each semester, problems that are associated with the fact that Baxter does not bill insurance directly. (Students need to pay their bill and be reimbursed by their insurance. Although Baxter will put medical care charges on a student's account, they charge for doing so and students thus encounter additional charges).

Student Affairs has an emergency fund to cover these expenses and a relationship with Monsour that allows Student Affairs to ensure that a student's counseling needs will be covered. It appears that students are often unaware of these resources.

Recommendations:

The Office of Student Affairs should prepare a short summary of the types of issues that can be resolved by the office and distribute it to the student body each year. In particular, low income students should know about emergency loans, support for urgent unanticipated and uninsured medical costs, and the ability of the Office to cover bills at Baxter until students can receive insurance reimbursement. The range of ways that Student Affairs Can intervene to make services work to the advantage of low income and self supporting students should be clearly understood by students

Smart Cards

Smart cards have a substantial number of uses in allowing low income and self supporting students' access to funds that the College has committed to them. Advances for books, payments to Baxter for study abroad physicals, access to duplicating and other thesis costs are but a few.

When Pomona moves to a One Card or Smart Card system it will be possible for Financial Aid to put excess funds on the card. Students could have immediate access to money to cover on campus or five college charges. This Smart Card system would be an improvement over the current procedures which delay student access to funds until a check can be authorized and processed in the Business Office

Recommendations:

Pomona should move toward the use of Smart Cards as quickly as possible. In addition to the utility they will have for all students, they can play a role in reducing the time that low income and self supporting students must wait for reimbursement and payment for funds that are committed to them by Financial Aid and other offices.

Other Issues

The task force had limited time and was not able to consider all of the topics that were raised in initial meetings. Among those that were not addressed and perhaps need further consideration are:

Majors/ Academic—Are there certain majors of programs that impose undue financial stress (requiring an unpaid internship or study abroad, research costs associated with a senior thesis)

Social—Does Pomona Sponsor enough free activities? Are there unforeseen costs associated with membership in certain student organizations?

Submitted by: Jessica Gale

EKTA

Ekta is a relatively new five-college student run organization that started up about six years ago. We aim to provide programs and events that highlight the rich culture of Southern Asia, including, India, Pakistan, Nepal, Sri Lanka, Bangladesh, etc. Our mission is to enlighten the rest of the five-college community about various aspects of our culture, and we do so in the form of festivals, dance, music, workshops, speakers, and films. In the past, our biggest event has been the Diwali show, which celebrates the festival of lights in the form of dance performances, musical performances, and a fashion show. It typically attracts between 500-700 attendees and has been held in Frary and Big Bridges. Another main event is the Bhangra Nights five-college party, which is also very popular and features Bhangra and hip hop beats. We typically hold a Holi celebration, which is festival of colors. This fun-filled and colorful holiday consists of throwing colored powder and friends and family, in addition to eating and socializing. Previously held at Walker beach and Pitzer Mounds, this event has been very successful and students really enjoy themselves.

For the first time since our existence, EKTA has elected a board for the 2004-1005 academic year, consisting of a president, two cultural events chairs, a community events chair, a publicity chair, and a treasurer. We aim to continue holding the 7-8 events we typically put on, but in addition would like to expand ourselves in a slightly more political arena by working with other groups on campus and inviting speakers that speak to issues concerning South Asians in America.

Submitted by: Asha Aroneanu

JEWS

I really tried to get into Hillel as a freshman at Pomona. In addition I encouraged the Jewish friends that I had made to do the same. It was a discouraging process and in the end I gave up on the hope of finding a promising, affirming Jewish community.

After working the next summer at an incredibly inspiring outdoor Jewish summer camp I felt a renewed enthusiasm for bringing Jews together in the community but did not feel that Hillel was the means through which to do that. By the end of my sophomore year I had founded, along with 10 or 15 other students (many non-Jews as well) the organization JEWS.

The fall of my Junior Year (2002) we hosted JEWS just about every Friday afternoon and were met with mediocre to strong interest. At best we might have 25-40 students turn up for falafel from Saca's. We lit candles for Chanukah one night, revived (on a small scale) a genuine, light-hearted spirit for Jewish identity, and brought many together to acknowledge the ending of our work week.

I was told later by many that did not attend the gatherings that simply knowing that the organization was in place and that they had the opportunity to come meant quite a bit to them. I was also told by a freshman the following year that when she prospected at the school she had seen an advertisement for JEWS and that it had heavily factored into her decision to come to the school (as well as got her mother excited about it).

The club did not meet in the spring of 2003 primarily because I traveled abroad and was not at school to oversee the project. In the fall of that year, the organization met a few times with mild success but never took off because I refused to do all the work and eventually gave up hope. JEWS still had roughly \$200 in its account when it stopped meeting and used the money to pay a Jewish hip-hop DJ to come spin at table manners in the spring of 2004, and used the event to do some advertising for the Jewish Student Union, which was reviving itself.

I find that it's incredibly important for Jewish students (although many are not conscious of it) to have a fun, energetic, proud gathering centered on Jewish identity. Far too often this task falls on the shoulders of students for whom this task has been too great a challenge (while being involved full time students as well). I also believe that with the current state at Pomona, it's not easy for Jewish students to feel completely at home or themselves, given the state of the community, and the apparent lack of interest by the surrounding (non-Jewish) community.

Submitted by: Isaac Zones, 04

The Queer Resource Center (QRC)

History and General Info

The QRC is a seven-college resource center for students, faculty and staff. The purpose of the QRC is to foster visibility, community, and activism. We address the needs of lesbian, gay, bisexual, transgender, intersex, questioning, and allied members of the Claremont community by maintaining a safe space for all, and by programming educational, social, and political outreach events. We seek to challenge heterosexism and to promote a safe, affirming, and healthy environment for people of all genders, sexes, and sexualities. The QRC is run entirely as a collective of students of the seven colleges, without any oversight from the administration. Thus there are no leaders or faculty advisors; everyone involved has equal responsibility.

The QRC has been open for twelve years, under different names. It was originally dubbed "The Closet" due to the small size and enclosed feeling of the office. The QRC has been located in the same office in upper Walker lounge since its inception.

Other Information

The Queer Resource Center has been trying for several years to move into a more appealing space somewhere on the 5-c area. The current space is far too small to comfortably hold all our resources, not to mention the entire 17-person staff. The space is not in good shape - recently a ceiling panel fell on the head of a staff worker as he sat below. The room is also out of the way and is a very enclosed, dark space with no windows. Also, because the doors into Walker are locked by keycard, non-Pomona students often cannot even access the QRC since their IDs do not open these doors. The current office space is not conducive to relaxing or hanging out and thus does not attract visitors as readily as we would like. However, no college has been able to offer us an alternative space.

Currently, the QRC staff is working for less than half of normal salary, due to a budget problem that was not our fault. However, even when our budget is running normally, QRC staff members put in far more work than they are paid for. Projects and events take up many more hours than the 12 hours per pay period we are allotted.

Submitted by: Sophia Magnone

Queer, Questioning, Allied Mentor Program (QQAMP)

The idea for creating a mentor program for sexual minorities on campus began at the beginning of the 2000 school year during sponsor training at Pomona College. Pomona's Sponsor Program places two sophomores on each hall of twelve to twenty-two freshmen. Sponsors help their sponsees become acquainted with Pomona and adjust to college life in general. They go through an extensive training program dealing with a number of difficult issues, including drug and alcohol abuse, roommate conflicts, issues of sexuality, depression, and many more. Part of the training involves learning about the other support programs for freshmen on campus. While all freshmen are given sponsors, those who identify as racial minorities are given mentors/sponsors through the Chicano/Latino Student Affairs Sponsor Program, the Office of Black Student Affairs UJIMA Peer Mentor Program, or the Asian American Mentor Program (AAMP). AAMP's mission statement contains many of the same ideas driving the creation of QQAMP:

AAMP provides a solid base of social, academic, and emotional support for Asian American first year students, easing the transition from high school to college life. The program aims to stimulate discussion of Asian American issues, to cultivate student leadership, and to build a stronger and more diverse Asian American community. As a resource for Pomona College, we promote awareness and foster interaction within the entire student body (AAMP).

Realizing the benefits and resources provided by such programs, two sponsors – Meredith Small and Bryan Hedlind – discussed the need for a similar program for queer students. Bryan first envisioned the program being similar to the sponsor and mentor programs already in place, where support would start immediately when students arrive on campus. This would help provide a community in which new students could feel comfortable. One of the specific aims would be to prevent already “out” students from feeling like the “token queer” in a straight group of friends. Meredith described her first vision of the program: “The need for a queer mentor program first came into my head when I began to get involved with all the mentor programs for people of color on the campuses. These programs have been extremely successful in their efforts to incorporate students into communities where they can thrive in a celebration of racial diversity. The need for a parallel program in the queer community seemed immediately obvious; before QQAMP there was no program with the structural ability to safely reach out to queer students and their allies”

With the idea in place, the challenge of organizing the program now faced Bryan and Meredith. Creation of the program began in the spring of 2001 as their project at the Queer Resource Center. The QRC is a seven-college organization providing resources for students, faculty, and staff of all sexual orientations and genders. The QRC sponsors a variety of events each semester – social, educational, and political--and the office is a safe space for all visitors to read, relax and discuss. Brenda-n Behan and I were also working at the QRC and joined Bryan and Meredith on the mentor program project. Many questions arose, including issues of confidentiality, funding, advertising, and structural organization. These problems were somewhat daunting because we had never attempted anything like this before. As Meredith pointed out, “Most of the initial organizing was trial and error...because QQAMP is really the first program of its kind on the five colleges.”

Even so, there were already many programs and resources in place at the Claremont Colleges to assist in the creation of QQAMP. Pomona’s Sponsor Program was used as a model for developing QQAMP. Many of the topics discussed during Sponsor training we felt would be an important part of QQAMP mentor training. We also met with the head mentors of the Asian American Mentor Program at Pomona to gain insight into how to best organize such a program. Similar to AAMP’s mission statement, one-on-one support, leadership and diversity within the queer community, and increased awareness of queer issues on campus were three of QQAMP’s initial goals. More than the residential Sponsor Program, AAMP provided a direct example for QQAMP because its mentors do not live on the same hall as their mentees, and the program has a strong focus on issues of identity, diversity, and community. Additionally, the LGBT (lesbian, gay, bisexual, and transgender) Mentor Program in place at UCLA provided many ideas and useful examples of how to best set up QQAMP in Claremont.

The Queer Resource Center, along with other queer clubs and organizations at the Claremont Colleges such as the 5-C Queer and Questioning Students (QQS), Scripps’ Family, Mudd’s PRISM, and CMC/Pitzer’s Queer-Straight Alliance were extremely valuable because of their membership and communication abilities. This phenomenon was seen particularly during the mentor application process. In addition to flyer-ing all the campuses, information about QQAMP was sent out to the email lists of these clubs and organizations and spread by word of mouth to their members. About half of the 25 students who applied to become mentors were already involved in one of these existing queer groups. However, it is important to note that one of QQAMP’s goals is to reach out on a more personal, less public level, to students who have not felt comfortable or ready to join a club or apply to work at the QRC. Flyer-ing, tabling, and emailing to all-student lists have been QQAMP’s methods for communicating with the entire student body.

Funding is necessary to any social movement organization. In general, the more money an organization can raise, the more it can accomplish and the more successful it can be. QQAMP was fortunate to follow in the footsteps of other mentor programs and other queer organizations receiving funding from the Deans of Students offices and student government funds. Proposals submitted were generally well-received and we were somewhat surprised when QQAMP was promised its entire requested budget of over \$2,000 for the 2001-2002 school year. The large budget gives QQAMP the opportunity to increase advertising, plan more events, and give financial assistance to other queer groups (such as helping to sponsor the Queer/Straight Prom thrown by Scripps’ Family on December 7).

QQAMP is organized to serve the individual wants and needs of the mentees. Because of the personal nature of many of the issues addressed by the program, confidentiality is of paramount importance. This is a significant difference between QQAMP and the other mentor and sponsor programs: “The option for confidential membership is unique to QQAMP and required a lot of original organizing efforts” (Interview 3). For example, the co-facilitators decided not to send information or applications out over the summer to incoming first years because of parental concerns – the comments of a homophobic parent would likely discourage a student from signing up for QQAMP. Mentees are guaranteed complete confidentiality until they indicate otherwise. For this reason, all correspondence between the co-facilitators and mentees occurred via email and mentors understand explicitly that they should let their mentee have complete control over the mentor-mentee interactions (such as where they meet, what events they attend, etc.). This is to ensure that students who don’t feel comfortable walking into the QRC or going to a QQS event can still feel comfortable signing up for a QQAMP mentor. As Meredith said, “Both QQS and the QRC depend on students coming to them, and that step required a certain degree of comfortability with being openly associated with queer organizations. I hope, through contracts of confidentiality and anonymity, that QQAMP is reaching those students who don’t feel comfortable taking that step” (Interview 3).

As indicated by the name of the program, QQAMP’s goal is to reach out to a wide range of people. QQAMP realizes that the terminology people use to describe their sexuality is often a very personal matter. For some, the

label they choose – whether it's "queer" or "dyke" or "male-to-female transgender" or whatever else – gives them a strong sense of pride and identity. Some are not yet comfortable enough with their sexual identity to choose a label other than "straight," while others prefer to not be labeled at all and embrace a fluid and ever-changing mindset about sexual orientation and gender identity. QQAMP encourages both mentees and mentors to identify themselves however they most feel comfortable and to be respectful of how others choose to identify. Having a safe space and supportive community in which to think openly and learn about oneself is imperative to a healthy mindset about one's identity.

It is important to understand the terms "queer," "questioning," and "allied" in the context used by QQAMP. As defined on the QQAMP website:

The word "queer" is used as an umbrella term that encompasses people of all non-'straight' sexualities, including but not limited to lesbians, transgendered people, bisexuals, gays, and heterosexual allies. Though some perceive it to be purely a pejorative word, people and organizations across the English-speaking world have reclaimed the meaning of the word "queer" in order to empower communities in the fight for queer rights. Participants in QQAMP are by no means committed to adopting the word "queer" to identify themselves – the diversity of sexual and gender identities could not be described by any one term, or any limited group of terms for that matter (behan). Thus "queer" is used as an inclusive and empowering (both personally and politically) term, but QQAMP members who don't identify as straight don't necessarily have to identify as queer. For those mentees who openly identify as queer, "QQAMP should function as a social/activist network" that provides the important opportunity to meet other students in the queer community. Mentors can introduce their mentees to the other queer clubs and organizations on campus, attend events thrown by the QRC with their mentees, or simply introduce their mentees to their other friends.

"Questioning" is a term that refers to any person who is curious or confused or exploring what his or her sexuality and/or gender identity is. "Many people fall under this category, not simply those who consider themselves 'in the closet' – indeed, some people feel that questioning sexuality and gender is a crucial part of their identity. The term "questioning" does not necessarily signify that a person is trying to come to terms with being gay or lesbian; people of all sexualities and gender identities can consider themselves questioning" (behan). For questioning mentees, QQAMP can serve as somewhat of a counseling service, providing one-on-one interaction with a mentor who has also gone through a period of questioning. QQAMP mentor Lisa Weightman sees her role to her mentees as "a safe person to talk to." She is not necessarily just there for giving advice, but more for validation of the mentees' experiences and feelings. In fact, she became a mentor because "it meant a lot to me to have people who understood what I was going through [when I was questioning]... I wanted to give positive support to others during their identity search".

"Allies" are the third main group that QQAMP reaches out to. "An ally is anyone who considers queer, questioning, transgender, transsexual and intersex issues important to all people. Allies are people of all sexualities and gender identities who want to learn more about issues of oppression associated with sex, gender and sexuality, not necessarily people who are experts on all these issues" (behan). The original vision of the mentor program was more of a support network for queer and closeted individuals. The scope of the program was broadened to include allies primarily so that questioning students did not have to label themselves as such. If they were only ready to label themselves as allied, it was hoped that they would be more willing to sign up for a QQAMP mentor, rather than a specifically Queer Mentor. But QQAMP's vision has expanded further and the program has assumed the task of providing a forum to bring queer and queer-supportive students together to discuss how the two groups can work to create a supportive and aware community on campus. "Ally issues are an important part of the mentor program since anyone who considers themselves an ally may often face the same discrimination and intolerance associated with queer, trans and intersex people" (behan). Lisa pointed out that the "role of allies tends to be overlooked... QQAMP provides a forum for coalition building and gives allies a proactive identity that helps to make them comfortable putting themselves out there to support queer people."

Specific programming has been done this semester to open up dialogue about ally issues. QQAMP's first public event was a discussion on what it means to be an ally, which took place in late September 2001 in Pomona's Cultural Center. As a follow up, a panel discussion was organized with four students speaking about their personal thoughts and experiences about being allies to the queer community. The speakers and audience members related a wide variety of stories and opinions, demonstrating the diversity within the queer and allied communities. The event, which took place on November 1st, was well attended by both queer and straight students. Most everyone there expressed a strong interest in learning how to be a better ally and become more active about fighting

homophobia and other issues of queer discrimination. Several students were inspired by the meeting to create a group on campus specifically for allies.

The Queer, Questioning, and Allied Mentor Program was created primarily as a social and support network for students new to the queer community or wanting to become more involved on campus. By fostering awareness of queer issues and pride in queer identity, QQAMP is an important contributor to the queer rights movement. Bryan pointed out that if they are ready and interested, QQAMP can help “get people involved... get them to think politically about themselves.” Meredith described another important aspect of QQAMP: “[It] encourages diversity in the queer community in a way other queer organizations can’t – you don’t have to be vocal or ‘out’ or an activist or queer to be a part of this program.” Whatever your comfort level, experience, or awareness may be, QQAMP aims to provide a way to get involved with the queer community and/or find your own identity within it.

Although the focus of the program is on the mentees, another important aspect of QQAMP is the leadership opportunities and training it provides for the mentors. At the beginning of the semester, mentors participated in a series of training meetings covering issues such as coming out, the transgender and transsexual communities, intersections of sexuality with race, class, gender, and religious identities, sexual health, sexual assault, and resources available on campus. A goal of the program is that the mentors will “apply what they learn in QQAMP workshops to queer-related struggles beyond the five colleges.” Thus QQAMP helps facilitate queer activism on campus and beyond. The experience also encourages personal growth by giving mentors a chance “to reflect on the importance of being a role model and to think about [their] own identity.”

QQAMP has grown in size and visibility. Typically having 15-20 mentors per year, with now over 25 mentees from all 5 colleges, QQAMP is becoming a more established presence on the Claremont colleges. We are working towards becoming better funded and better organized, while keeping the emphasis of the program on the individual wants and needs of the mentees. For more information, contact QQAMP@hotmail.com.

Submitted by: Julia Crouch

“On Our Terms”

“On Our Terms: Representing Polyphonic Voices at the Claremont Colleges” stemmed out of a Spring 2004 feminist theory seminar entitled: “US/Third World,” a course that explores theoretical works from prominent US/Third World feminists. During the middle of the semester, the students in the class sought to create a project that would embody the goals of feminist praxis by applying theoretical aspects of transnational feminist theory in a way that makes them accessible and relevant to the Claremont college community. The individuals in the class took documentary film footage of students, faculty, administration, and staff from all five colleges in an effort to preserve and continue institutional activism and memory at the colleges. Ultimately, the goal was to construct a creative living history of campus power dynamics and activism, which shall be continually added to and passed on to promote positive change.

The mission reads as follows:

We, a group of students from Pomona and Scripps, aim to initiate a dialogue across the five college community with this documentary that interrogates issues of diversity, social awareness, and the intersections of race, class, gender, faith, sexual orientation, ability and nation here on our campuses. This documentary highlights the voices of specific 5-C community members, including queer, working class, multiracial, and Jewish persons, women, and people of color. This film aims to serve many needs all at once. It is a public stage for frequently silenced voices. It is a memory for easily forgotten incidents and emotions. And it is a witness of profound hope as well as a call for radical change. While we intend to let the individuals in this film speak for themselves, we also acknowledge our directive positionality as interviewers, photographers, and editors. We produced this work from a transnational feminist perspective that examines liminal identities, interconnected realities and dynamics of difference and power. Ultimately, we emphasize that this film is a living document open to critique and change. We offer it now as a starting point, rather than an end, for further questioning and conversation...

The documentary, which is financially supported by the Office of Student Affairs, Office of Campus Life, and department of Women's Studies, will be shown during sponsor, PDAC, and RA training in Fall 2004.

Submitted by: Elena Shih

Student Liberation Action Movement (SLAM)

History

During the beginning of the Spring 2004 semester, eleven students came together to express collective frustration with the pervasive atmosphere of hate and complacency at the Claremont Colleges. Initially prompted by the administration's lack of response to a cross-burning that occurred at Harvey Mudd College, we came together because each individual felt angry and betrayed by the Pomona administration's failure to treat complacency and ignorance with the utmost severity. We decided to dedicate ourselves to pro-active measures, and we drafted a list of ten demands addressing the ways in which the College could combat destructive intolerance and ignorance. We engaged in a series of meetings with members of the administration and actively participated in the integration and application of our demands on our campus. We are fully autonomous and exclusively student-run. We are not funded by the Associated Students of Pomona College, a Pomona College office, or any 5-College source.

Mission Statement

The Student Liberation Action Movement is a movement born out of a specific incident, but we are committed to broader issues of dominance and privilege within a variety of global and local contexts. In our time at the Claremont Colleges, we have consistently observed institutional conditions that marginalize and alienate queer people, students, faculty, and staff of color, international students, working class students, women, people of faith, and their allies. We are further outraged by the covert and unseen acts of terrorization and dominance which the Claremont Colleges and universities perpetuate on a daily basis with regards to workers, staff, students, faculty, and administration. We are no longer tolerating this at our college, and we have realized that it is not sufficient to simply state our discontent.

We, the executive members of the Student Liberation and Action Movement (SLAM), are working to raise awareness, outrage and practical change regarding institutions of white supremacy, privilege, patriarchy, capitalism, heterosexism, religious intolerance and xenophobia. We work to inform, transform, and revolutionize our colleges into a place that recognizes the dominance of white supremacy as it immobilizes and terrorizes all members of the college community and the world. We are committed to the idea that conscious members of this community must be educated and informed to productively engage in liberation.

Submitted by: Rabiya Kassam-Adams

Jewish Student Union (JSU)

Judaism is more than a religion. As a result, the question of being Jewish is a strange one for American college students today. Often, non-practicing as well as observant Jewish students feel uncomfortable in a religious context. The JSU allows for the exploration of a cultural, or ethnic, Jewish identity. In doing so, the organization provides discussion groups and lectures which deal with Jewish identity, social events, and political forums and speakers. The JSU organizes events which celebrate Jewish culture in a social atmosphere, such as the annual Hookah in the Sukkah and our monthly Sunday Bagel Brunch.

Before Spring 2004, the JSU was primarily focused on being a social outlet. In response to various racially-related incidents on our campuses, many Jewish students came together to recreate the JSU. These students expressed a need for a non-religious Jewish center dedicated to conversation about issues of self-identity as well as group identity. Also mentioned was the need for a non-biased, but Jewish, forum to discuss political issues surrounding Israel as well as those related to American Jewry.

It is important for me that my Jewish peers see being Jewish as interesting and worthwhile aspect of their identities. This is pertinent to the continuation of Judaism in the States.

Submitted by: Jordana Viuker

The Women's Union

In 1982 a group of Pomona students concerned about the strong fraternity presence on campus founded FAR, Feminists Against Repression. In the spring of 1983, FAR successfully lobbied the administration for an organizational space. They were given the use of a lounge in upstairs Walker, which was officially named the Women's Union. That summer, Toni Clark was hired as the Dean of Women with the understanding that she would also act as the faculty advisor to the newly created organization. The Women's Union served as a women-centered space where feminists and their allies could meet and organize. Eventually, working for the Women's Union became a work study job and students were hired as co-supervisors and associates. Staff members kept the space open so that the campus could utilize its resources, and committed to putting on feminist programming each semester.

In the fall of 2000, student employees began to express concerns about the hierarchical nature of the Women's Union and their belief that the organization was not fulfilling its potential. Over the next several years, internal changes were made so that associates took on greater responsibility, co-supervisors became co-facilitators and the organization worked to become an increasingly active presence on campus. In the fall of 2003, the Women's Union created a new mission statement which reflected these changes along with a renewed commit to challenging interlocking systems of oppression.

In recent years the Women's Union programming has included a range of events such as Masturbation Week, skillshares, Abortion Week, and discussions on race and class, as well as the founding of organizations such as Black Women United. The Women's Union has also worked with other organizations and supported events such as Take Back the Night, the Queer-Straight Prom and the Women of Color Conference. Recent efforts have been made to improve outreach on campus and in the surrounding communities, to network with other organizations and to broaden the focus of programming and participation.

Submitted by: Akemi Wellington-Oguri and Shannon Simms

The Committee for Social Progress

The Committee for Social Progress stemmed out of a Pomona English and Asian American Studies class entitled "Asian American Anger." Following the Kerri Dunn incident, this class decided to respond to the numerous incidences of racism, ignorance, hatred and violence that occur within the Claremont Colleges. The class decided to collectively channel their efforts into a petition campaign to demand increased institutional support for ethnic studies, women's/gender studies, including increasing the number of tenured-track positions, and full support for the creation of a 5-College queer studies program.

Students in the class petitioned on all 5 campuses and were able to solicit signatures from more than half the student body of the Claremont Colleges. These signed petitions were sent to the Presidents of all five colleges for review in May 2004. The administrations of all five colleges have yet to respond as of July 2004.

Submitted by: Elena Shih

Ujima

In its thirty-plus-year history, the Office of Black Student Affairs (OBSA) can boast of supporting programs that are grounded in solid research. Peer mentoring is such a program. The OBSA Peer Mentor Program existed many years before Ujima, but the program needed help. That is what Pomona student Rhonda Lewis saw, and it is what she brought back to the Dean of OBSA: the Peer Mentor Program is ineffective and we cannot act as if it nurtures first-year students. She also expressed the many ways it did not meet her needs. OBSA's Dean at the time countered by asking Ms. Lewis to think of ways to revamp the program. Their intent was not so much radical change as much as starting fresh. Together they decided on the name Ujima; they also partnered to write the description of the program. In 1996-97, the Ujima Peer Mentor Program was born, separate from OBSA by design, and funded by the Office of Black Student Affairs with the cooperation of Dean Benita Ramsey. During the first three years, Ujima was an independent program reporting directly to Dean Ramsey, and later to Interim Dean Leeshawn Moore.

Because of the program's evolution, and subsequently its growing needs, the Ujima Peer Mentor Program became formally housed within the Office of Black Student Affairs in fall 2000 under the direction of Dean Hughes Suffren. Although the Program receives administrative oversight and funding from the Office of Black Student Affairs, it is a student-run program. The guiding philosophy is students helping students, and the role of staff is to ensure the well being of the Mentors and to offer support and maintenance to the Ujima Peer Mentor Program.

From 1996 to the present, the program has undergone significant growth and many positive changes. It has collaborated with three Deans, one Assistant Dean, two Coordinators of Student Leadership Programs, and a growing number of Ujima Head Mentors. The Program now boasts a staff consisting of a Dean, an Assistant Dean, a Coordinator of Student Leadership Programs, and four Ujima Head Mentors. Some of the new Program initiatives include a fall retreat, a fundraising campaign, leadership conference presentations on the Program, a handbook for Ujima Peer Mentors, and future professional journal articles on the Program.

Today, the challenge of fostering the advancement of incoming students of African descent here at Claremont is as great as it was four years ago. However, today the Ujima Peer Mentor Program is stronger, wiser and more effective in aiding in the academic, emotional and social adjustment of Black students because of the hard work, commitment and creativity of those who have contributed over the years. We sincerely thank each and every one of you who have given of yourself to make this Program a success. Ideally, every first-year student of African descent arriving at Claremont will have a positive experience with an Ujima Peer Mentor. Moreover, as students progress in their academic careers, both Ujima and OBSA hope that they will, in turn, reach out to the next incoming class.

From the OBSA website

Jewish Mentor Program (JMP)

The Jewish Mentor Program is something that students had been talking about and trying to start for at least the four years that I have been at the Claremont Colleges, but organization had been poor and it had never gotten off the ground. The events of Spring 2004 mobilized many students, however, with Jewish students feeling particularly alone during the events surrounding the car vandalism. Anti-Semitic slurs were written on the car and many in the Claremont community did not address this or take it seriously, making Jewish students acutely aware of the lack of a mentor program in their lives. I and two other Jewish students therefore got together and organized the Jewish Mentor Program which we had mentors sign up for at the end of the semester. This semester (Fall 2004) we advertised to first-years at all five colleges and now have a mentor program consisting of approximately fifteen mentors from all five colleges and 20 mentees, also from all five colleges. We hope that this will be a forum through which Jews can explore Jewish identity, as well as create a non-religious Jewish community where *all* Jews feel welcome. College is frequently a time of transition and redefining of ones life and priorities, so we seek to create a safe and supportive space for Jewish students to explore what it means to be Jewish, how they fit into the larger social structure of the Claremont colleges, and how they wish Judaism to be incorporated into their adult lives.

Submitted by: Talia Devens

Empowered Latino/as in Action (ELA)

Known History of Empowered Latinos in Action

In the opinions of many Latino students of the five colleges, the collective 5 C Latino Community has had no voice or visibility. Empowered Latinos in Action is committed to creating a space in which the Latinos in Claremont can come together as a community and help fulfill each others needs. These needs are a sense of community, social and political activism, as well as cultural awareness among Latinos but an education of the entire community that should not be the sole responsibilities of students. However, this is not the only concern of our organization, we are now, as so many past generations have, making efforts to make the CLSA accountable for serving the needs of its students. In the following years, we see this more feasible then ever before. It is envisioned that students be apart of the programming and event planning, as well as advising the deans on decisions and gather and formulating opinions and information that accurately represents us.

In the past, there have been active, established organizations, however, these Latino organizations created a division among Latinos who wanted to be a part of an active organization. In the 1990s, there existed two Latino specific organizations, MEChA and UNIDOS. MEChA was a highly political, Chicano/Mexican American organization that fought for its members concerns and issues. UNIDOS was the alternative to MEChA and its negative stigmas attached to being a member of that organization. These stigmas included being a radical and Chicano exclusive, or not inclusive. There was much politics and controversy over the labels that people gave themselves. Although UNIDOS was comprised of various committees, including a political committee, it was very much an outlet from dealing with issues outside of the campuses, and rather a social network that would help balance academics and the campus climate of the times.

By the early 2000s, the leadership from both organizations has graduated, and the following to each had grown weak. In 2002, a group of students, disenchanted by the lack of Latino community throughout their college career, called for several meetings with the objective of developing an all encompassing organization that would reach out to the 5C community and join the previous organizations' efforts, politically active with a stance while building community to support each other socially. The culminating meeting that created much momentum was held at the CLSA (after hours) that drew a large amount of Latino students, the largest crowd seen and experienced in quite a while. After a long session of deciding the name, the organization became known as Empowered Latinos in Action.

As an alumnus described the campus climate in which ELA was formed, "coming from the ashes of the Irvin Landrum shootings, the struggle for the cafeteria workers right to unionize, and a series of hate crimes and incidents that had occurred. For me one of the most powerful moments of my experience was the administration canceling of Open Mic (people of color from all over LA come to Pomona for peaceful free styling, DJ, break dancing hip-hop) night my sophomore year. This was an indicator to me that it was not okay to have off campus people of color for campus events, but okay for events drawing off campus primarily white upper class audiences. This was a direct racist administrative move that came from the top (the board of trustees)."

The mission of the organization was to create communication and coalition building among the various marginalized student group organizations as well as build community within the five college Latinos. One of the first projects that ELA embarked on was to write a list of demands to the deans at the CLSA. Student input needed to be added to the center in order for more to be involved and to serve as a community building hub. Unfortunately, these demands were met unsuccessfully for the improvement and input in the new student retreats, to create an intern position, similar to that at the Asian American Resource Center and Office of Black Student Affairs. Ironically, the current ELA is in the process of trying to achieve this student involvement in the center to create a connection to students, instead of being solely institutionally run, blindly missing to meet the majority of the needs and wants of the Latino population.

Although Empowered Latinos in Action is currently a young, newly revived organization, it is striving for the original visions that its founders had as well as adapting to the current needs of its members. Moreover, this organization addresses many issues, but it has still failed to create communication with all other organizations that organize around specific issues, that double as Latino issues, (Chiapas Support Committee, United Farm Workers, workers' support committee, etc.) This is also its future goal.

Submitted by: Vivian Pacheco

Multiracial Organization Redefining Ethnicity (M.O.R.E.)

M.O.R.E. History:

As mixed race students we are unified by the power of fusion, ambiguity, and fluidity. M.O.R.E.'s mission is to engage in mixed race activism inclusive of our many intersections as transracial adoptee, multiethnic, and multiracial students.

Founded by Marisa Reardon (Scripps '03) as Hapas United in 1999 the 5-C Organization changed its name in 2002 to M.O.R.E. Multiracial Organization Redefining Ethnicity to be more inclusive to all multiracial, multiethnic, transracial adoptee, and allied students.

Since its founding, M.O.R.E. has been involved intersecting social, political, community, and national events. These include hosting the 8th Annual National Student Conference on the Mixed Race Experience, which brought over 220 mixed race students, speakers, facilitators, and allies together for three days of Reflection,

Education, and Action at the Claremont Colleges April 2-4, 2004. M.O.R.E. members are currently editing a documentary film about the 8th Annual Conference.

M.O.R.E. Presidents Juan Matute and Janiva Cifuentes-Hiss participated in the founding of the National Mixed Race Student Coalition www.mixedstudents.org and the facilitation of the 2nd Annual Meeting of the Coalition, including planning the first ever National Mixed Race Awareness Day set for October 13, 2004. Other events include sending 10 M.O.R.E. members to the 7th Annual Mixed Race Conference in Seattle, WA, co-sponsoring Interracial Dating and Affirmative Action discussions, hosting MAVIN Foundation speaker Matt Kelley, hosting successful MatchMaker Bone Marrow Registration Drives, hosting Spoken Word Artist Robert Karimi, organizing Mixed Race and Transracial Adoptee workshops and discussions, Mixed Race and TRA Ally Workshops, mixed race socials, broomball, trips to mixed race documentary films, and informational tables at the Peace and Justice Festival 2003, Pan African Festival 2003 and Asian Pacific American Community Fair 2003, 2004. M.O.R.E. members participated in the 2003 March to Defend Affirmative Action in Washington, DC, with the Students of Color Coalition of the Claremont Colleges. *Submitted by: Janiva Cifuentes-Hiss*

Office of Black Student Affairs (OBSA)

The Black Studies Center, from which the Office of Black Student Affairs developed, was established in 1969 to address the educational, cultural, social, and political needs of African American students then attending the Claremont Colleges. Although there were less than twenty-five African-American students in Claremont at that time, they were responsible for writing a proposal that was submitted to the Council of Presidents, which resulted in the establishment of the Black Studies Center. In 1979 the functions of the Black Studies Center were decentralized into two separate entities: The Intercollegiate Department of Black Studies (IDBS) and the Office of Black Student Affairs (OBSA).

The OBSA sponsors numerous activities which include the freshman retreat, Black History Month programs, leadership training, cross cultural programs, speakers series, African-American family weekend and programs to enhance interpersonal skills. We also provide the following services: cooperative study circles, individual and group counseling, peer advising, a career resource center, a computer center and library.

The office is an important and integral part of The Claremont Colleges community. The staff participates in many of the five college committees to represent the interest of African-American students.

From Harmony, April 1990

Advocates for Survivors of Sexual Assault

Advocates for Survivors of Sexual Assault developed in the Spring of 2004 when Pomona community members raised concerns about unreported incidents of sexual assault on campus. In response, Dean of Women, Toni Clark, Acting Director of the AARC and Acting Coordinator of the WU, Mana Hayakawa, and six Pomona students came together to form a coalition of advocates that could advise and support sexual assault survivors as well as educate the College community about sexual violence. This group became active in the fall of 2004 and is now implementing survivor support services and conducting workshops about sexual assault.

The *Advocates* receive minimal funding from the Pomona College Women's Union and the Asian American Resource Center. In order to become fully functional within the College community, the Advocates need sufficient funding from the Pomona Administration to: 1. Buy pre-paid cell phones for responding to emergency calls, 2. Print needed materials for workshops, 3. Purchase needed materials and resources for training sessions with new advocates, 4. Compensate the College employee who serves as an advisor to the student advocates.

The Asian American Resource Center (AARC)

General history of the AARC:

In 1989, Asian American students from the 5 colleges submitted a proposal to create a 5-C Asian American Resource Center. This new center would take its place with the 5-C OBSA and 5-C CLSA -- both were established in 1969. The Council of Presidents voted the proposal down, citing reasons that support the Model Minority Myth: APA students were well adjusted, had high rates of graduation and therefore did not need these services. The Presidents agreed that each college would "handle" its own APA student population how they saw fit.

Pomona College students pressured the administration to create an AARC for Pomona College in 1990. During the 1990-91 academic year, there were several meetings and the college agreed. Students, faculty and staff spent that year researching other institutions with similar services. Finally, in the fall of 1991, the AARC opened

its doors for the first time. The AARC was located in Oldenborg and remained there until the 1999-2000 academic year when it moved to the newly established Smith Campus Center.

When the AARC opened in 1991, it was staffed by one person who was mostly a faculty member. Approximately 90% of their time was dedicated to teaching Asian American studies. Over the next six years, this changed continuously. Each year until 1997, the staff person at the AARC taught less and took on more administrative, advising, and programming responsibilities. During that time period, the college added one more staff position. The 97-98 academic year marked the first year the AARC had two full time professional staff members who had no academic responsibilities -- thus creating a staff more like what the students had in mind in 1991.

Also since 1991, the foundation of the AARC staff has been the Student Intern position. The AARC started with a handful of Student Interns and over the years, this number grew significantly -- with the peak being the 2001-02 academic year when the AARC had 16 Student Interns.

One of the programs/events that the AARC sponsors every year is the Asian Pacific Islander Commencement Dinner which takes place every year on the eve of commencement. This is a long-standing tradition that even pre-dates the creation of the AARC. Other traditional programming by the AARC includes: Social Justice Lecture Series and the Asian American Studies Senior Thesis Presentation.

Submitted by: Dean Daren Mooko

Asian American Mentor Program's (AAMP's) Experience Negotiating MSAP Weekend

Although AAMP submitted their report detailing the demographic breakdown of Asian American students at Pomona College right now and showing that there are underrepresented ethnicities within the Asian American community in February, and SLAM submitted their list of demands which comprised one calling for the inclusion of Asian Americans in the MSAP admittance weekends, the admissions office waited until the last week of March to call together concerned, involved Asian American students and leaders to talk about the possibility of inviting all Asian American students to come to campus to be a part of MSAP admittance weekends. At the beginning, we were excited, since our interactions with admissions officers and the general discussion about the issue seemed extremely optimistic, and it seemed plausible that Asian Americans could and very possibly would be included in the MSAP admittance weekends. At the first meeting with Daniel Krause, the 12 or so Asian American students were excited, and had organized how to distribute the work, advertise about the event to get sufficient hosts for all the possible accepted Asian American students who would come on the two weekends in April, and program events for these students. That very night, we received an email telling us that we'd have to curtail our plans and cancel the campus meetings we had already planned, because the MSAP interns were upset at the inclusion of Asian Americans and at miscommunications within the admissions office. At the next meeting with a handful of admissions officers and the MSAP coordinators, we were told that Asian Americans probably could not be included since it was short notice, and that since the MSAP interns were upset, the coordinators and officers didn't want to jeopardize the existing program and all the work that the interns had put together by including Asian Americans. We were told repeatedly that Latino and Black students felt a sense of ownership over this program that had brought them to campus before they decided on Pomona, and that they would feel as though the inclusion of Asian Americans was unnecessary and endangering their program. Of course, when several of us raised concerns at the concerns that Asian Americans have felt for years at being institutionally left out of "minority" admittance weekends, we received little response, and the concerns they had raised of Latino and Black students - although none of those students were present - came up yet again. Frustrated, we entered the third and final meeting. This time, Bruce Poch - the dean of Admissions - the MSAP interns, and various other involved Black and Latina leaders were present. We spent much of the meeting in confusion, because the admissions officers and particularly Bruce Poch refused to directly answer any of our questions as to why Asian Americans were not included in the admittance weekends, how exactly the inclusion of Asian Americans would be problematic, particularly to Black and Latino/a students, and why conversations that had begun in February were delayed until the beginning of April, when it was now "too short notice" to put anything together. He said that, like in the past, underrepresented Asian Americans such as first generation, underrepresented ethnicities and those of low socioeconomic class would be flown out and included in the programs, just like White students from low socioeconomic classes are flown out for admit days, but all other Asian Americans who are invited to come on the actual admit days could not be invited to MSAP because it would be too difficult. These students, however, would fly themselves out or drive out if they decided to come, and all we would need to do would be to find enough hosts for them and include them in whatever programming MSAP was planning for the admittance weekends. When asked repeatedly why Asian Americans could not be included, Poch finally responded that it wasn't because of manpower, organizational, or financial reasons that we would not be able to include Asian

Americans in the MSAP admit weekends, but because he was not "personally ready to take that step, because this is [his] program" and he thinks that including Asian Americans would hurt Black and Latino students. Of course, when Black and Latina students then asked him how that would hurt them since they didn't see how it would, he didn't have a response, and when all of the students were ready to leave the meeting - silent and infuriated - he then said that he wanted to add that he still needed hosts for the remaining Asian American students that were coming for the weekend.

There are a few things that are extremely evident from our interactions with the admissions office which are unsatisfying, disheartening, disrespectful and frankly, insulting. First of all they lied to us throughout the meetings, using different excuses in each meeting and within each meeting as to why Asian Americans could not be included in the weekends, from the lack of manpower to which we responded that those in the room were adept at mobilizing the Asian American community and their allies as well as programming, to the MSAP interns not wanting us to be included even though the MSAP interns who were at the third meeting were openly in support of Asian Americans being included and challenged Bruce Poch about this, to Blacks and Latinos being jeopardized by the inclusion of Asian Americans even though those very students disagreed with this premise. Next, they never answered any of our questions directly, focusing on the vocabulary that we used or playing off the confusion we had with various aspects of the program. Yet, when we tried to clarify what they were saying, they would always backtrack, never making conclusive statements and never elucidating things for us. This was heightened by the fact that there were never the same faces in terms of students invited or in admissions officers present to answer the questions, meaning that each conversation was repetitive and roundabout, with so much time spent sorting out the confusing signals they were sending out that we hardly had energy or time to ask them about the central issue.

What was particularly annoying was the attempts Poch and other admissions officers made to pit groups of students, namely Black and Latino students against Asian American students, by saying that including Asian Americans negatively impacted Blacks and Latinos, or saying that Black and Latino students did not want Asian Americans to be included. It is offensive in and of itself that Poch claims to speak for all Black and Latino students when in fact he is evidently not one himself nor is he their elected spokesperson, but furthermore, because what he professes to know proven to be false, as was pointed out by the vocal Black and Latina students in the room. By including only low-income, underrepresented Asian Americans and not inviting the rest, Poch and the admission's office's admittance weekend sends a clear signal to students and prospective students: most Asian Americans are not minorities nor are they deserving of inclusion in a program that professes to bring students of color to campus. Only those who are poor can deserve help, although all Black and Latino students regardless of economic background are deserving of such a program and require help. Such a policy is divisive, going contrary to what appears to be MSAP's mission: to recruit MINORITIES.

After these frustrating meetings, many students openly refused to participate in any MSAP admittance weekend activities, being completely disillusioned and insulted by Poch and his admissions office. The AARC, however, and one or two other students still agreed to put on programming for all students of color (the Asian Americans not included in MSAP admittance weekends as well as all the Asian Americans, Blacks and Latino/as included in the weekends) independent of the Admissions office with the understanding that this would not become something that would be institutionalized as AARC's responsibility from now on. In fact, it is evident that this is by no means the AARC's role, but in fact MSAP and the admissions office responsibility. Nonetheless, throughout the next weeks, their decisions were constantly under scrutiny by the admissions office who was unhelpful in programming and who refused them funding, even though the programming will include all of their students. This is a further insult to the particular Asian American leaders and students involved in this process, to the AARC, and to the Asian American and students of color community at Pomona, showing once again MSAP's failure to truly meet the needs of students of color and the admission office's dedication to get numbers and prestige, rather than to care about the concerns of existing and prospective students of color, particularly Asian Americans. We have been promised future discussions about MSAP and about admittance weekends in the coming year(s), but given the admissions office's stances, actions, non-actions, and excuses, it is unlikely that these discussions will be any different from those we have already had to sit through. The entire experience has been frustrating and insulting, and a great setback for the students of color community.

Submitted by:

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Asian American Studies

The Larger Context:

Asian American Studies was born in 1968 when San Francisco State and U.C. Berkeley recognized that their curriculum needed to reflect the history and experiences, not only of White Americans, but also of African Americans, Latina(o) Americans, Asian Americans, and Native Americans. Asian American Studies is the study of the peoples of Asian and Pacific Islander heritage living in the Americas. Its mission is to understand these people, their history and their experiences, and to educate everyone about them. Asian American Studies has expanded the work of traditional disciplines to be more inclusive. Moreover, Asian American Studies has transformed traditional disciplines, their theories and methods by examining the dynamics of power and difference in their domestic and global contexts. For example, usual bi-polar models of black-white race relations often change dramatically with the introduction of Asian Americans. Consequently Asian American Studies has served to help democratize higher education.

Asian American Studies at the Claremont Colleges:

In the summer of 1992, eight faculty members at Pomona College participated in a faculty seminar, one of whose tasks was to conduct a survey of the Asian American Studies programs in the nation. As a result of this study, the seminar recommended that history, literature, psychology, sociology, and the fine arts/performing arts be the central disciplinary fields for the program. The five-college Asian American Studies Curriculum Group, convened after the Alexander Hall occupation, ratified these recommendations and developed an intercollegiate Asian American Studies curriculum to provide course offerings in these areas from 1992-1998. The Intercollegiate Department of Asian American Studies (IDAAS) was established in 1998. IDAAS currently has a core of eight faculty teaching and researching in Asian American Studies with most faculty at Pitzer and Scripps Colleges. They cover the disciplines of Literature, History, Intercultural Studies, Psychology, Media Studies, and Economics. Course offerings have ranged from Asian American Psychology to Contemporary Asian American Issues to Asian American Anger. We average about 20 courses per year. (*See Appendix 1 for timeline of significant events in the creation and existence of the Intercollegiate Department of Asian American Studies at the Claremont Colleges*). (*See Appendix 2 for IDAAS course offerings from 2002-2004*).

Submitted by: Madeline Gosiaco

Appendix 1:
Development of Asian American Studies at the Claremont Colleges
(Courtesy of Professor Linus Yamane, Pitzer College)

1968	November	San Francisco State Student Strike
1969	Fall	Establishment of Intercollegiate Department of Black Studies (IDBS), Office of Black Student Affairs (OBSA), Chicano Studies Department (CSD) and Chicano/Latino Student Affairs (CLSA)
1974-77		Rick Tsujimoto (Pitzer) and Tim Dong (Pomona)
1980s		Zero courses in Asian American Studies
1987		Suicide of female Asian American Pitzer student
1988	September	Linus Yamane (Pitzer, Economics)
1989	February	Proposal to create a 5-C AARC (four female Pomona seniors)
1990	Summer	Ford Foundation grant to develop a course in AAS at Pitzer
1991	Spring	ASAM101 (Jack Ling, Joe Parker, Linus Yamane) at Pitzer
1991	Fall	AARC established at Pomona
1992	Spring	Walker Wall incident at Pomona
1992	Summer	Pew Faculty Workshop on Asian American Studies
1993	Spring	Intercollegiate AAS Curriculum Planning Group begins meeting
1993	Spring	Alexander Hall takeover at Pomona
1994	Spring	David Yoo (CMC, Asian American History)
1994	September	Sharon Goto (Pomona, Asian American Psychology)
1995	September	Janet Clarke (Pitzer, Asian American Literature)
1996	Spring	Call To Action – Pomona
1997	February	Proposal to create Intercollegiate Department of Asian American Studies (IDAAS)
1997	Spring	Balch Hall Teach-In at Scripps
1998	July	IDAAS established
1998	September	Ron Takaki gives keynote address
2000	September	Thomas Kim (Scripps, Asian American Politics)
2001	September	CAPAS established at Pitzer
		Ming-Yuen Ma (Pitzer, Asian American Media)
2002	September	Seung Hye Suh (Scripps, Asian American Literature)
		Stephanie Velasco at CAPAS
2004	September	Kathy Yep (Pitzer, Asian American Sociology)

Appendix 2:
Course Offerings 2002-2004

Fall 2002

ASAM90. Asian American and Multi-Racial Community Studies
HIST125AA. Introduction to Asian American History, 1850-Present
HIST128. Immigration and Ethnicity in the U.S.
MS80. Video and Diversity
MS100. Asian Americans in Media
PSYC153AA. Asian American Psychology
PSYC173. Asian American Mental Health
SOC142. The Transatlantic Black and Asian Experience

Spring 2003

ALL178. Japanese and Japanese American Autobiography
ASAM101. Asian American Experiences
ASAM150. Contemporary Asian American Issues
ASAM151. Asian American Gender and Masculinity from the 19th Century to Present
ASAM160. Asian American Women's Experiences
ASAM197. Conceptualizing Asian American Space
HIST149AA. Asians in the Americas
IIS110. (Mis)Representations of Near East and Far East
POLI118AA. Politics, Economics & Culture of Korea
POLI127AA. Asian American Politics and Public Policy
PSYC180LAA. Seminar in Asian American Psychology
WS180. Feminist Theory: US/Third World/Women of Color

Fall 2003

ASAM90. Asian American and Multi-Racial Community Studies
ASAM108. Asians in the Americas
ENGL89D. Coming of Age in Asian America.
ENGL188aAA. Race and Nation in Asian American Literature
HIST125AA. Introduction to Asian American History, 1850-Present
MS80. Video and Diversity
PSYC153AA. Asian American Psychology
THEA115I. Performing the Asian American: Drama and Analysis

Spring 2004

ASAM101. Asian American Experiences
ASAM109. Asian Americans and War
ASAM150. Contemporary Asian American Issues
ASAM160. Asian American Women's Experiences
ASAM179. Representing Asian Americans: The Cultures of Science Fiction in Film, Television, and Digital Media
ASAM197. Queering Asian America
ENGL89E. Asian American Anger
ENGL160SC. Transnational American Literature
ENGL164SC. Race, Gender and the Cold War in American Culture
IIS110. (Mis)Representations of Near East and Far East
MS100. Asian Americans in Media: A Historical Survey
MUS126. Music in East Asia and its American Diasporas
PSYC180LAA. Seminar in Collectivism, Individualism and Asian American Psychology

Suggestions for Positive Change: *A Starting Point...*

The following suggestions say nothing new—nothing that student leaders and community members alike have not been saying for years. What this document as a whole does offer is *comprehensiveness* and a *consolidation* of statistics, histories, and personal voices into one place. And yet, this document and the suggestions it offers could never be complete. There are hundreds of calls for change within these pages alone, and many more that sound loud and clear in our community at large. Some of the suggestions below are specific, offering concrete ideas for institutional change. Others are more abstract and grand in scope. But *all* of the calls for action are real, genuine, heartfelt and urgent. If the numbers and histories do not speak loudly enough, the personal voices certainly do. Together, they CALL FOR ACTION—action from the Pomona College Administration, from faculty, from staff and from students. We do not offer these suggestions with bitter contempt, but rather with respectful criticism and hope. Because ultimately, it is our *respect* for this community and our *hope* for its future that moves us toward positive change.

Suggestions for Change

- Actively recruit more faculty of color—especially African American and American Indian professors—into tenure-track positions.
- Improve Pomona College’s treatment of “Staff” employees. Actively work to stop the silencing and degradation of Staff members. Develop concrete strategies for giving more power to Staff voices, ideas, and concerns.
- Actively support and work to meet demands made by the Worker’s Support Committee in the Spring of 2004. The demands include, but are not limited to, the following list:
 - An end to understaffing: one job per person.
 - Ending favoritism and nepotism: equal pay for equal work.
 - Ending fear of speaking out: workers should be free to express their grievances about their work without fear of reprisal from managers.
 - Ending Repressive relationships with managers: reports of verbal abuse, discrimination based on language ability on a regular basis
 - Job safety: Workers’ safety must be ensured, especially from repetitive motion injuries, slippery floors, etc.
- In addition to actively recruiting students of color in the admissions process, continue to support these students academically, socially, and institutionally throughout their time at Pomona College.
- Ensure further funding for progress established by the Irvine Grant, such as the Student of Color Association (SOCA) and the Student of Color Programming Board.
- Include all Asian/ Asian American ethnicities in the entirety of the MSAP admissions program, including MSAP weekends. Recognize and treat these students as minorities in the admissions process.
- Create a category for mixed-race students in College admissions, housing, and statistical research processes.
- Include a DDP requirement in any institutionalized curriculum structure.
- Implement an *ongoing* professional development course about campus power dynamics for faculty, staff and administration.
- Institutionalize Black, Asian American, Chicano/Latino and Women studies as fully supported, fully funded, permanent departments within the college that have specialized faculty and space.
- Immediately within the next three years, develop Jewish and Arab, and Queer Studies Programs on track to becoming permanent departments within the College.

- Provide more low-cost/free social and extracurricular activities for students.
- Make salary, benefits, promotion, and tenure decisions more transparent for faculty, staff, and students.
- Support the Advocates for Survivors of Sexual Assault in their work to research incidents of sexual assault, provide care and support to survivors, and educate the five-college community about the culture of sexual assault.
- Withhold funding and support from CCLA, social clubs, and greek organizations sponsoring social events that create a campus climate conducive to sexual assault. The following parties are examples of weekend activities that sustain stereotypes and ideologies underlying acts of sexual assault:

- *Lei Party*: This party promotes the racist appropriation and sexualization of the Hawaiian Lei as well as creates a climate of sexual objectification, degradation and disempowerment. Upon entrance, students are given cheap replicas of Hawaiian leis. Party rules then dictate that students who say “no” to requests (almost always sexual) lose their lei to the asker. What follows is that students who obey sexual commands are rewarded and students who refuse sexual requests are penalized. Thus, this party encourages students—particularly women—to “just say yes” rather than embrace their sexual agency and ownership, a cultural ideology of domination that sustains sexual violence.

- Other problematic parties include: the *Anything for a Buck Party*, the *Stoplight Party* and the *Bathroom Party*.

Likewise, we encourage the Administration to encourage and fund social events that model and reinforce healthy sexual interaction.

- Provide maps highlighting wheelchair access ramps on the Pomona College campus. Make these maps readily available to all community members.
- Officially grant and secure Walton Commons as space for the Queer Resource Center beyond the 2004-2005 school year.
- Support, fund, and implement a 5-C Asian American Resource Center.
- Support and fund the expansion of CLSA to include issues affecting Chican@/Latin@ students above and beyond academic success.
- Support and fund future Call to Action Coalitions that will research, write and publish examinations of power dynamics at Pomona College every two years. Specifically, fund two work study positions that will oversee the Call to Action process. Then, provide funding for the publication of Call to Action documents. And finally, ensure that these documents are distributed to faculty, staff, administrators, and student leaders (i.e. RA’s, Sponsors, Mentors).

In Conclusion...

“My comments may seem harsh and infer that perhaps I don’t like my job. Nothing could be further from the truth. It’s because I am so invested in my job and this environment that I want to see changes implemented. I want to believe that I work at one of the brightest and best colleges in the nation, if not the world. I want to know that this is an environment where people of all types and with many experiences/talents come together to be more creative and successful.”

-Pomona College Staff Member