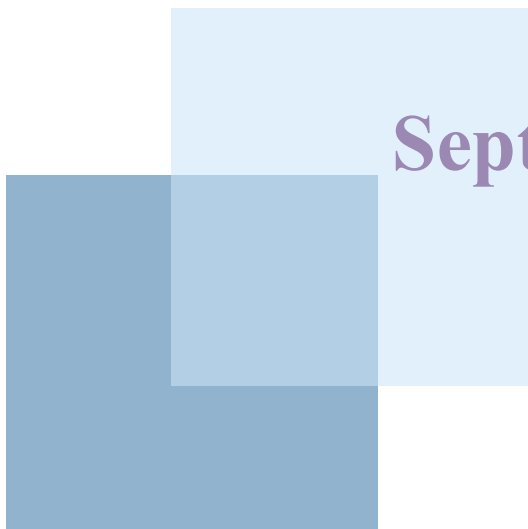




Common Ground: Community in Diversity at Smith College

*Summary and Working
Recommendations*

September 2006



Common Ground: Community in Diversity at Smith College

Summary and Working Recommendations

September 2006

TABLE OF CONTENTS

Overview: Vision, Principles and Goals.....	2
Campus Engagement Timeline.....	4
Focus Group Themes and Voices.....	5
Working Recommendations.....	12
Appendix A: <i>Common Ground Committee membership, 2005-06</i>	15
Appendix B: <i>Focus group protocol</i>	16
Appendix C: <i>Focus group demographics</i>	18

Common Ground: Community in Diversity at Smith College

Overview

Background

In December 2004, the Smith *Common Ground Project* was launched by the Office of Institutional Diversity in response to a charge from President Carol Christ, with the aim of developing strategic initiatives in support of diversity across the college.

The *Common Ground Project* is a collaborative effort of the Common Ground Campus Committee -- including equal representation from students, faculty, and staff -- and the Common Ground Alumnae Committee -- including representation from class years ranging from 1974 to 2004 -- under the leadership of Naomi Miller, Director of Institutional Diversity (*see Appendix A for list of 2005-06 Committee members*).

After wrestling with the significance and use of the term “diversity” throughout the project, the Common Ground Committees offers the following vision, principles and goals in the area of community/diversity, with the aim of identifying a “common ground” understanding of diversity at Smith.

The aim of this **Common Ground Working Recommendations Report** is to lay the foundation for action that can transform the campus community into one that is respectful of, and welcoming to, all of its members.

* * * * *

Vision

As a central element of its commitment to excellence, Smith College seeks to provide an environment that fosters the recruitment and success of a diverse student, faculty, and staff community.

Diversity Principles

- Power and privilege influence access to opportunities and resources, according to distinctions among people based on race, age, ethnicity, gender, sexual orientation, social class, religion, and disability.
- Within any given community, people will have multiple and complex social identities that both connect them to and differentiate them from others.
- Valuing diversity requires not simply an acknowledgement of differences, but a commitment to overcoming inequities and fostering a hospitable and respectful community.

Diversity Goals

Diversity initiatives at the college have three goals:

- 1) to enable all to recognize and learn about the varied traditions, backgrounds, and capacities that members of the community bring to the college, and to recognize that each member has something to teach and something to learn;
- 2) to foster critical thought about equality, inequality, power and privilege in society;
- 3) and, finally, to reduce (as much as is possible) inequalities in the college community that are based on such differences.

Achievement of these goals must be a key priority in any academic environment that aspires to support intellectual exploration, innovative research, and effective problem-solving. Creating a community that is accepting and respectful of all its members is not, then, simply one of our goals; rather, the vision of such a community must be recognized as central to every aspect of each of the strategic priorities for the college, from curriculum to co-curriculum, associated with providing an excellent education.

This understanding of diversity both enables and depends upon honest and meaningful communication, including opportunities for sustained dialogue that engages challenging issues within our increasingly globalized community.

* * *

Action

In response to qualitative data gathered from focus groups conducted with student, faculty, and staff participants during the summer and fall of 2005, the Common Ground Committees developed the **initial round of working recommendations** in this report.

The campus community, including all focus group participants, will be offered the opportunity to give feedback on these working recommendations in the late spring and early fall semesters of 2006. The Common Ground Committees plan to revise and refine these recommendations, based on further engagement with members of the campus community, before any final set of initiatives is put forward for the college strategic planning process, in the fall of 2006.

Our hope is that these recommendations will further support the engaged and respected participation of all in the life and work of the College.

The Common Ground Campus and Alumnae Committees call upon the Smith College community to engage with us in supporting *access to excellence* for all members of the community.

TIMELINE for campus engagement with *Common Ground Working Recommendations Report*

- **May 2006 – Common Ground Working Recommendations Report sent to the campus community;** graduating seniors who participated in focus groups invited to a meeting with the Common Ground Campus Committee to discuss the working recommendations.
- **September 2006 - Meetings between Common Ground Committee members and Faculty Council, Staff Council, and Student Government Association,** to discuss the working recommendations.
- **September 2006 - Invitational forum for all Common Ground focus group participants,** to discuss the working recommendations.
- **September 2006 - Open forum for campus community** to discuss the working recommendations.
- **September 2006 - Joint meeting of the Common Ground Campus and Alumnae Committees** to discuss the working recommendations.
- **September 2006 – Participation of Common Ground Campus Committee members in Strategic Planning Round Tables.**
- **October 2006 - Final proposal for *Common Ground Strategic Recommendations and Initiatives* presented to the Committee on Mission and Priorities (CMP) as part of the strategic planning process.**

COMMON GROUND FOCUS GROUP THEMES AND VOICES

Summer – Fall 2005

Three hundred thirty-nine members of the Smith community participated either in a focus group, discussion group, or individual interview as part of the Common Ground project (see Appendix B for the protocol of questions used in interviews). Of this number, 112 were staff, 110 were faculty, and 106 were students (see Appendix C for participant demographics). In an attempt to capture additional student voices and to reflect further on early themes related to issues of political and religious or spiritual beliefs, values, and ideologies among students, an additional 11 students provided demographic data and responses to open-ended questions through an e-mail survey instrument. Salient themes that emerged from the data are listed below, as well as survey data and representative quotes from participants for the major themes.

COMMON GROUND THEMES

- 1) **Members of the Smith community genuinely like Smith.** The numbers of those individuals who took the time to participate in this study demonstrate a commitment to Smith College. Many participants conveyed their belief that although Smith has areas where it can improve, the College has made identifiable progress around issues of diversity, including significant strides in including historically underrepresented groups among its faculty, staff, and students.
- 2) **The college needs to balance tradition and change in supporting access to excellence for all of its members.** Participants identified challenges that the college faces as it tries to celebrate tradition while growing and becoming more diverse. In planning for the future, the college needs to be clear about its values and its priorities, and affirm the centrality of diversity to all of its goals.
- 3) **The term “diversity” lacks consistent meaning across campus.** Participants observed that there is no common understanding of the meaning of diversity among members of the community. Moreover, images of Smith in publications and websites often portray a community that appears more diverse than it actually is.
- 4) **Words cannot become a substitute for action.** Participants urged the College to move beyond discussions of diversity to actions, on individual as well as institutional levels.
- 5) **Individuals from underrepresented groups on campus often feel culturally “taxed.”** Faculty, staff, and students from underrepresented groups felt that mentorship (informal and formal) and other aspects of diversity work were overwhelmingly their responsibility, and that this work is not being sufficiently valued or supported by the College.

- 6) **Students recognize the importance of prioritizing their academic learning experience.** Students frequently stated that they chose Smith because of the outstanding academic programs. Students from underrepresented groups in particular expressed that, although they feel supported and mentored as students and are challenged to be successful, it often seems as if they are expected by the college to be responsible for advancing diversity issues on campus.
- 7) **Communication between the administration and the different constituencies of students, faculty, and staff at the college is not always effective.** Participants expressed a desire for greater transparency in communications with college constituencies across the board, particularly in times of conflict.
- 8) **The community needs to understand that conflict is part of diversity and that civil discourse is necessary and must be learned.** . Participants recognized that conversations around issues of diversity are often difficult and complex, and observed that members of the community need to learn the necessary skills to engage in difficult dialogues

The robust participation in the Common Ground project is evidence of a community that is invested in Smith, now and in the future. While many of the themes present challenges and contradictions, they come from individuals who want to see Smith become a place where diversity and excellence are on common ground.

COMMON GROUND VOICES

1) *Members of the Smith Community Genuinely like Smith*

In describing what they appreciate most about the College, faculty members tended to focus on intellectual engagement and high student ability, staff members focused on excellent benefits, and students focused on the quality of the academic program and on opportunities to grow. Our findings were supported by quantitative data from surveys in which the college participates. Thus, for example, the Higher Education Research Institute's (HERI) Bi-Annual Faculty Survey (2004-05) found that 86.3% of Smith faculty members were satisfied or very satisfied with their jobs. Similarly, 91.2% of Smith undergraduates are satisfied with their overall college experience, according to the Smith College Five-Year Student Survey (2005).

My mind is constantly challenged and engaged. I like the students a lot. I like the people that I work with everyday and that is faculty, staff and students (faculty member).

I would say that there is much good about being here. I love my job. I have the perfect job. I see incredible young women. Incredible..they are fabulous. (staff member).

For me it has been a good place to challenge myself. I am a homebody, but I really like to throw myself into a new situation and it scares me out of my mind, but in the end it is always a good thing filled with personal growth. Smith has been absolutely an experience of personal growth for me (student).

❖ *Smith College Has Made Improvements around Issues of Diversity*

The campus has become much more diverse and can continue to improve. The HERI survey indicates that faculty members believe that the college treats recruitment of minority students, faculty, and administrators as a priority. Specifically, 78.8% of faculty see recruiting more minority students as a high or highest priority of the college; only 2.2% felt that increasing minority representation among the faculty and administration was a low priority for the college. Further, 91.4% felt that it was highly or somewhat descriptive that Smith has respect for diverse values and beliefs.

There are people who work at the college who have actively pursued an interest in the college becoming more diverse; so I think there is a dedicated group of faculty and a dedicated group of staff and over time there have been dedicated students and alums who think that one of the most important goals of the college is to be diverse (faculty member).

I think it's better than many institutions. Smith recognizes that there's a problem and that says a lot. I think there are other places that say we don't have a problem and that shuts off the dialogue. The fact that we're sitting here speaks volumes to me (staff member).

I think the institution does bend over backwards because of the history of the institution, because it did not start out an institution for everyone and so I think there is a sensitivity to our own history that current administration and current board of trustees want to distance themselves from being an elite, white, wealthy girls school. And I think they have (student).

2) *Balancing Tradition and Change*

Participants in the Common Ground study appreciate the strong sense of tradition at Smith. That tradition enhances the networks between students and alumnae and makes the Smith experience unique. However, tradition does not come without costs in a changing environment, and the college must reconcile the potential tensions between maintaining traditions and innovating to meet the needs of a changing world. Faculty, staff, and students identified the challenges that the college faces as it tries to celebrate tradition and also move into the future. The college needs to be clear about its values and its priorities as it engages in the strategic planning process.

I think that the college is at this critical moment where it's going to have to decide, are we going to truly incorporate this level of diversity into the way in which everything occurs or is it too much and too challenging and too overwhelming, because it's going to mean great change (faculty member).

I came with a lot of assumptions and prejudices about Smith College being an elite institution and I felt intimidated by that. Some of those assumptions have born out and some have not, but I would say in general I get the sense that Smith is trying to be two things at once [elite and accessible to people from different backgrounds] (staff member).

3) *Diversity Lacks Consistent and Clear Meaning*

For many who participated in the Common Ground project, the term “diversity” lacks consistent meaning across campus. Every interview started with the question: How is diversity understood at Smith? According to those who participated, the word is poorly defined by the college to the extent that there is no common understanding of the word among members of the community. Although participants believe that diversity as a concept is critical to foster and embrace at Smith, they also felt that the word “diversity” has been overused and has become a “buzz” word. Questions emerged as to whether diversity is just about numbers of people of color. Moreover, many articulated frustration with the perspective that “each person is diverse.” While individuals do have unique contributions to make to the community, such a perspective dilutes the realities (both historical and current) of racism, sexism, homophobia, able-ism, classism, xenophobia, and other experiences of oppression and discrimination.

My initial reaction was that diversity is understood superficially. We use the word a lot. This is the first time I have been in a conversation where the word's meaning is in question (faculty member).

I think it's understood in different ways by different groups of people. I think part of some of the conflict that arises is that people have a different understanding about what it means. So that expectations about what a commitment to diversity means may sometimes put people at odds with each other (staff member).

I think diversity is understood on a relatively superficial level. I think it is about numbers and a lot of times it does not really address things like class, and even within the numbers we are expected to have a "diverse" group of people who come together and then after that we are not given the tools to adapt to one another or to interact with one another (student).

4) *Words Cannot Substitute for Action*

Participants in the Common Ground study do not want attention to diversity to be symbolic only.. Instead, individuals urged the college to "walk the walk." While recognizing the College's commitment to diversity (in the presence and programs of the Office of Institutional Diversity, Otelia Cromwell Day, lectures, and diversity in the curriculum), participants urged the College to move beyond discussions of diversity to actions on individual and institutional levels. The participants called for the College to make a commitment to increasing numbers of underrepresented people among faculty, staff, and students, while noting that numbers alone are not enough. The campus also must focus on retention and on celebrating the diversity it has.

I do feel that we are better at talking the vision then walking the vision. If you ask people of color, they would say that well they talk the talk in confidence, but they don't walk the walk (faculty member).

They have probably had some efforts toward recruiting, but it is not just about recruiting. Once you get someone here you have to keep them. In the same way in a marriage, whatever you did to attract that person, you need to keep some of that going . . . You have to be able to make that person want to stay in the job once they are here (staff member).

Also I would think to make this campus better, it is not enough to only use [diversity] for propaganda to bring in different types of people. Do it over the course of the year, several times a year, several times per month, because the problem is that people really don't know what diversity is, they throw it around for one reason or another (student).

5) *Cultural Taxation*

The focus group participants conveyed concerns about the cultural taxation of individuals from underrepresented groups on campus. Faculty, staff, and students from

underrepresented groups indicated that they felt that mentorship (informal and formal) and other aspects of diversity work were overwhelmingly their responsibility. Moreover, several individuals who were not from underrepresented groups also recognized the increased workloads often borne by members of underrepresented groups, because they are often singled out to serve on committees, mentor, and otherwise do “diversity” work. At the same time, many individuals observed that they have a compelling desire to give back to their communities and thus enjoy engaging in activities related to their cultures, despite the lack of extrinsic reward for these activities.

Typically, people who do that work in those communities are over-taxed. The system is already taking everything I have. I am at the point where I have to look the other way because I can't expend myself (faculty member).

But once again it is individual people's efforts that create these safe spaces. I think students from underrepresented groups know who the people on campus are who are the safe people (staff member).

When you are representing a country, people just take your word as gospel or fact, and I want to say: don't take my word for it because I am just a person explaining my own political view. I don't want to be speaking for my country. Sometimes I get really irritated by that (student).

6) Students Want to Give Priority to their Responsibilities as Students

Students see their role as students as their top priority. They spoke of the academic rigor of the institution, and the high expectations for students held by faculty. They chose Smith, first and foremost, because of its academic reputation, and they work hard to live up to that choice. They also feel that they are supported and mentored as students and are challenged to be successful. However, there are obstacles, some of which are related to diversity, that compete with their academic priorities.

I would say the main questions that arise from racial diversity are really ones that students are in the best position to speak to (faculty member).

Unfortunately, students often end up organizing any sort of discussion related to diversity themselves and faculty have not been as engaged in those events. For example, no faculty came to the student-led discussion on trans issues (student).

7) Channels of Communication

Participants repeatedly recommended that there be more open and inclusive channels of communication between different constituencies on campus, particularly between the administration and students, faculty, and staff, in times of conflict.

Communication from the institution is mostly through the grapevine through staff and students. There was never any clear communication from the institution (about conflicts). There were educational opportunities, but never any clear information about incidents so we knew how to react or what to expect in the student center (staff member).

8) Civil Discourse and Conflict

Those participating in the focus groups, discussion groups, and individual interviews shared that conflict is part of what it means to exist in a diverse community. The community needs to understand that conflict is not only acceptable, but is fundamental to the educational process. Moreover, civil discourse is the only means of working productively through conflict and disagreement. Participants agreed that civil discourse is necessary and must be learned. Conversations around diversity are difficult and complex. The community needs to learn the necessary skills to engage in difficult dialogues related to diversity.

A lot of students come here to find a safe zone. An education shouldn't be safe. To teach courses to mirror understanding, it's not about understanding yourself. It's about understanding the world (faculty member).

We hear "I'm not comfortable speaking up" and that is based on [students] not feeling comfortable with conflict. It is societal that difference involves some level of conflict. We work to minimize conflict rather than try to work toward a new point of understanding. The expectation for comfort is high (staff member).

I want to say that it is uncomfortable to talk about issues as diversity so much but at the same time I feel that it is necessary because it is important to have a diverse campus and to see other people's views and an array of views. Even though it can be uncomfortable at times and that can get to me, I can still appreciate it because it is important (student).

COMMON GROUND WORKING RECOMMENDATIONS

May 2006

I. COLLEGE-WIDE VISION

- **Explicitly acknowledge the centrality of a commitment to diversity in every one of the new Strategic Planning Priorities for the College. Ideally, each of these priorities should include specific proposals that make clear how they will contribute to the diversity goals of the College (and vice versa). Diversity must not be separated from or set in competition with any of the Strategic Priorities.**
- **Include an articulation of commitment to diversity within the Smith College Mission Statement, drawing upon the Common Ground Diversity Principles and Goals.**
- **Build a component of evaluating contributions toward diversity principles and goals into the process of College evaluations of budget requests, program planning, course development, and performance reviews.**

II. CAMPUS INITIATIVES

- **Plan for a campus-wide Disability Access Review of all campus buildings and programs, to enable effective planning for the future, in order to provide an accessible, inclusive, and equitable educational and work environment that supports excellence, personal growth, and high achievement for all students, staff, and faculty, including those with disabilities, and that values their unique contributions to the classroom, the Smith community, and society.**
- **Provide funding for a Coordinator to support the new Resource Center for Sexuality and Gender.**
- **Encourage the use of the Campus Climate Open Forum (formerly the Campus Climate Working Group) to foster difficult dialogues on diversity matters across the campus community.**

III. *FACULTY INITIATIVES*

- **Develop and fund specific initiatives to increase the hiring and retention of faculty of color across departments and programs, with a commitment of additional resources.** *Reliance upon traditional hiring processes and budgets is not sufficient to meet the urgent need for building and retaining excellence that includes diversity among the faculty at this time.*
- **Offer pedagogical workshops on “Ways of Learning,” to support faculty in encouraging the effective engagement of students from diverse backgrounds in the classroom.**
- **Offer interdisciplinary faculty reading groups and a speaker series on “The Cutting Edge,” to support faculty from different departments in identifying intellectual common ground and finding academic community through the process of engaging with cutting-edge scholarship.**

IV. *STAFF INITIATIVES*

- **Develop and fund specific initiatives to enhance the recruitment, retention and career development of staff from underrepresented groups across the college.** *Particular opportunities for professional development should be made available to staff engaged in outreach to underrepresented groups on campus or in the larger community, in recognition of the fact that supporting access to excellence sometimes extends beyond traditional job descriptions.*
- **Create a “community in diversity day” -- along the lines of the programs on other campuses such as the Brown University Diversity Day – supporting staff development and recognition around daily matters of diversity.**
- **Develop opportunities for staff from all areas and departments to come together for training and conversations that explore critical intersections between excellence and diversity.**

V. *STUDENT INITIATIVES*

- **Develop and fund specific initiatives to support “difficult dialogues” with civil discourse for all students.** *“Diversity Matters” dialogues should be offered through the student residential life system, among other venues, in order to strengthen communication within house communities. Support and training should also be provided for faculty members who wish to facilitate civil discourse on difficult matters within the classroom context.*
- **Develop additional opportunities to connect student organizations for underrepresented groups with alumnae, in order to explore professional development opportunities and models for lifetime success.**
- **Expand service learning opportunities for students to volunteer in local communities in conjunction with classes or special studies for academic credit.**

APPENDIX A: *Common Ground Committee Membership, 2005-06*

Common Ground Campus Committee

Martha A. Ackelsberg, Professor of Government
Megan Ambrus '07
Susan E. Donner, Professor of School for Social Work
Jonathan Keith Gosnell, Associate Professor of French Studies
Ambreen Hai, Associate Professor English Language and Literature
Serena Harris, HR Specialist
Cristina Jacobs '06
Laura E. Matta, Administrative Assistant, Admission Office
Janice McDowell, Advancement Office
Naomi J. Miller, Committee Chair, Director of Institutional Diversity
Bill E. Peterson, Associate Professor of Psychology
Jessica Phippen '06
Maia D. Porter ('AC)
Laura Rauscher, Disability Services Director
Adriana Piedad Rua '06

Common Ground Alumnae Committee

Linda Smith Charles '74 (Ex-Officio)
Judy O'Connor Gluckstern '74
Phoebe Haddon '72 (Ex-Officio)
Patricia Han '95
Charlotte Kea '82
Lee T. Locust '76
(Kathy Moon '86)
Ashley Pittman '85
Maya Ramos '03
Paula Ramos Gordon '88
Serena M. Williams '81
Joanne Wooten '74

APPENDIX B: Focus and Discussion Group Protocol Questions

I. How is diversity understood at Smith?

Probes: *(to facilitate discussion, but these do not all need to be addressed individually)*

- What visual cues and messages exist on the Smith campus that acknowledge diversity? What visual cues and messages exist on campus that compromise diversity?
- What messages about diversity are absent in the Smith community?
- Provide some examples where you were challenged, during your experience at Smith, to consider a perspective different from your own experience.
- How does what happens inside and/or outside the classroom, office, or workspace encourage or challenge diversity on the campus?
- Who are the under-represented groups on campus?
- Are there spaces on campus where it is challenging to identify as a member of an under-represented group? Where is it most comfortable for someone to identify as a member of an under-represented group?
- How does Smith meet your expectations of a college campus regarding diversity?

II. Since you have been at Smith, what factors related to diversity have contributed to your ability to meet your own goals and objectives?

Probes: *(to facilitate discussion, but these do not all need to be addressed individually)*

- Are there specific policies, procedures, programs that support/encourage/facilitate your work as a student/faculty/staff member?
- What opportunities have you had here for being mentored or for providing mentorship to others?
- What do you like about studying/working at Smith?
- How do you balance your multiple demands/tasks?
- How do you balance your professional/academic and personal life?

III. What factors related to diversity have hindered or impeded your ability to realize your goals and objectives since being here at the Smith College?

Probes: *(to facilitate discussion, but these do not all need to be addressed individually)*

- Are there specific policies or procedures that inhibit/impede you from performing effectively as a student, staff member, scholar and/or teacher?
- What is your perception of how grievances/complaints are handled in the department/school/the institution?
- Here at Smith, have you ever felt that you are treated differently by others (faculty, administrators, staff, students) because of your gender, race/ethnicity, sexual orientation, social class, religion, ability, or any other reason?
- Do you think that these incidents are isolated and situational, or do you think these incidents characterize a pervasive experience on this campus?

- Have you ever intervened in situations at the institution where you recognized subtle or overt forms of discrimination? What encouraged you to or prevented you from intervening? What could someone have done?
- What do you perceive is the institution's position/priority regarding diversity and multicultural issues? How do you see this evidenced in your department/school/institution? How does this affect student learning? How does this affect faculty/student/staff retention? motivation? satisfaction?
- What do you not like about working/studying at Smith?
- What causes you stress?

IV. What specific strategies/recommendations/suggestions can you make for change/improvement regarding programs, procedures, policies (either academic, personnel, or student life) that would enhance diversity at Smith?

Probes: (to facilitate discussion, but these do not all need to be addressed individually)

- What is your personal responsibility toward diversity efforts on campus?
 - What can you do to contribute to a campus climate where diversity is acknowledged and valued?
- What would encourage you to fully engage in leadership around issues of diversity at the institution?
- How can I insure that the results/recommendations of this project are implemented? What could be/should be the consequences for not implementing the recommendations?

V. Is there anything else you would like to add or share that hasn't been covered yet?

APPENDIX C: Focus Group Numbers and Demographics

There were a total of 8 faculty focus groups, 12 staff focus groups, and 14 student focus groups, as well as individual interviews for every population. Faculty focus groups included faculty from every rank, tenured as well as non-tenure-track. Staff focus groups included support staff, service staff, administrative department heads, supervisors, and independent contributors. Student focus groups included students from every class year as well as Ada Comstock Scholars, with groups offered for students of color, international students, intercollegiate athletes, and students with disabilities. In addition to the focus groups, discussion groups included members of the Rainbow list of faculty and staff of color and of the queer administrators group, academic chairs and directors, and groups for the Unity organizations and the queer student organizations.

The table below describes the demographic information provided by those who participated in an interview, focus group, discussion group, or e-mail group. The data are compared to the demographic data provided by the Smith College Institutional Research Office for all faculty, staff, and students. The representativeness among those who participated as compared to the college population suggests that the qualitative and quantitative findings are particularly reflective of the larger Smith community.

Table 1: Smith College and Common Ground Race/ Ethnicity Distribution

		Smith Institutional Research Breakdowns	Common Ground participation
		number (percentages)	number (percentages)
Faculty			
	Asian American	15 (3.9%)	6 (5.5%)
	Black	10 (2.6%)	6 (5.5%)
	Hispanic	9 (2.3%)	6 (5.5%)
	Native American	1 (0.2%)	0
	Multiracial		1 (0.9%)
	White	346 (90.8%)	81 (73.6%)
	Non-respondents		10 (9.1%)
TOTAL FACULTY		381 (100%)	110 (100%)
Staff (Administrative, Support and Service)			
	Asian American	34 (3.8%)	5 (4.5%)
	Black	46 (5.1%)	16 (14.3%)
	Hispanic	32 (3.6%)	4 (3.6%)
	Native American	4 (0.4%)	0
	Multiracial		3 (2.7%)

	Other		3 (2.7%)
	White	771 (86.9%)	80 (71.4%)
	Non-respondents		1 (0.9%)
TOTAL STAFF		887 (100%)	112 (100%)

Students	Asian American	280 (10.5%)	8 (6.8%)
	Black	170 (6.3%)	8 (6.8%)
	Hispanic	174 (6.5%)	11 (9.4%)
	Native American	28 (1.0%)	1 (0.9%)
	Multiracial		18 (15.4%)
	Other/ unknown	395 (14.8%)	8 (6.8%)
	White	1445 (54.0%)	63 (53.8%)
	Unknown	1 (.03%)	
	Non-resident alien	179 (6.7%)	
TOTAL STUDENTS		2672 (100%) ¹	117 (100%) ²

¹ Total for the undergraduate and School for Social Work student populations at Smith College.

² Total for the undergraduate and School for Social Work student populations at Smith College.