

10-28-2013

# [Dangers of a Single Narrative Statement to the Administration, October 28, 2013]

Dangers Of A Single Narrative, Sarah Lawrence College

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October 28, 2013

To The Attention Of:

Karen Lawrence, President

[REDACTED], Vice President of Administration

[REDACTED], Dean of the College

[REDACTED], Associate Dean of the College

[REDACTED], Dean of Studies & Chief Diversity Officer

[REDACTED], Dean of Student Affairs

[REDACTED], Director of Diversity

[REDACTED], Director of Admissions and Multicultural Recruitment

I. **We**, Dangers of a Single Narrative Collective, are in solidarity with members of the Sarah Lawrence Community who are consistently working for a fuller realization of a safe community. This collective is comprised of students who are concerned about the lack of community engagement with the multiplicities of inequality, exclusion and lack of safe space to speak of race and sexual assault without dismissing and silencing others voices. This collective and the members of the Sarah Lawrence community who support our mission and demands seek to affect tangible and concrete change within the Sarah Lawrence College community. The collective will define the term ‘safety’ in section A.

II. **We**, the Collective, address the administration directly as a course of action, and ultimately, push for a common ground amongst students in order to begin and further the process of healing. We take seriously the mental and emotional fear that students of color hold on a daily basis due to this closed and unsafe climate, a climate that has also contributed to the growing number of sexual assaults on campus and the glaring vigilante mentality and racist implications of students answering the disconnect between administration and students’ need for policy reform. This dangerous climate leads to some constituents clamoring over others, forcing other students to be silent out of fear of verbal attack or community isolation. Many students are quite in fear of this climate, a climate that has existed at Sarah Lawrence College for years before our time but must end.

III. **We**, the Collective, urge the administration to take action sooner rather than later; there is a ‘fierce urgency of now’ [urgency for change, urgency for inclusion and urgency for engagement of the administration] that students all over this campus are demanding a realization of change in policy and community climate. We ask that the administration further its goal of protecting us as students, as the children of concerned parents, the pupils of dedicated teachers, and the constituents and paying members of this institution. While we understand that student involvement is vital in creating community, in order to achieve our goals, we must have administrative support and more importantly, administrative actions in order to systematically tackle the issues we will name as immediate parts of our demands to therefore remove this egregious climate from our campus.<sup>1</sup>

A) How We Define Safety (How are We Unsafe Today)

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<sup>1</sup> See Appendix 1.A & 1.B, Resignation Letters of Common Ground Space Managers Fall 2013

**We**, the Collective, define safety in very specific terms. Safety can mean many things to different constituents.

**We**, the Collective, argue that safety is more than locks on doors and periodical fire drills.

Safety includes the emotional and mental support for students who become victims of verbal assault and insensitivity in the classroom when a teacher looks to them to speak for "the blacks, the browns, the queers, the poor etc" perspective. When their voices become invalidated because their experiences as people of color at a historically privileged, white dominated space, Sarah Lawrence College, only becomes useful in a tokenizing ways and only gets addressed in relation to fulfilling the quota on buzzword "diversity." This verbal assault not only impacts the students of color, but all students who become silenced/verbally-emotionally paralyzed. Only in these specific instances do voices about racial implications and narratives are considered valid engagement.

Safety for these members of the Sarah Lawrence Community includes structural and institutional support that recognizes how violent and unsafe these emotional and mental assaults can be on the individual who must both study at this institution and live in this community but also feel comfortable enough to grow a member of this community.

Safety for these members of the Sarah Lawrence Community is the mandatory engagement of the community to learn and think critically about creating a respectful space for all to flourish and not feel like the locks on their dorms is the only type of safety the Sarah Lawrence Community can offer them. Community is defined as professors, administrators, staff and students.

**We**, the Collective, demand to see student leaders in our community who work directly to strengthen the student body's understanding of nurturing a respectful reflective and intellectually safe campus, be supported by all members of the administration. Student leaders are defined by this collective as individuals who take the initiative to talk with students on campus, promote dialogue and discourse within the community, advocate for any concerns that the student body may have, and relay these concerns with administration directly. These leaders must be assured by the administration, faculty and staff that their roles as leaders will be healed and supported in any and all ways possible.

Safety engages all students. An example of what creates an unsafe environment is when a single person feels they are unable to express their thoughts or experience for the reason of not only the difference in an unfavorable opinion but also their environment's lack of respect for disagreement.

A lack of respect for one another can lead to unproductive arguments. This is where careless language occurs, silencing happens, and senses of isolation arise. Participants leave the conversation either withdrawing from the issue entirely or carrying strained emotions to

other parts of the campus. This is a result of miscommunication. All students, professors, administrators, and faculty members must be willing to make the effort to understand each other, if not the climate of the campus will remain stagnant.

IV. **We**, the Collective, aim to bring attention to the hostile and racialized atmosphere of the Sarah Lawrence campus. We have observed that there is a lack of dedication to community building accompanied by careless language and conversations. This tension contributes to the lack of safety many of us are experiencing, particularly students of color. Our vision for a positive Sarah Lawrence climate includes administrators, students, faculty and staff respectfully, thoughtfully and respectfully confronting dialogues around privilege of all sorts: racial, economic, national and gender.

#### B) Climate

- Climate, as the Collective defines it, changes to a hostile one when single-narrative events cause waves of pressure across the campus that prompt conflict and anxiety surrounding specific topics and events. The community begins to engage in a myriad of dialogues that are often trailed by an inability to consider or listen to the experiences of those other than the majority. These are a few forms of privilege that we, as a collective, have observed and demand wider recognition. This unhealthy climate has been noted years before as noted by students and their organizations before our time at Sarah Lawrence.<sup>2</sup>
- The climate is a clear extension of microaggressions on campus, hostile language, and toxic verbal and non-verbal interpersonal exchanges. These exchanges succeed in silencing student voices, stifling student growth, and creating the exact opposite of a deeper education that we value at the College. Administrative action must be taken to change.
- Racial privilege on the Sarah Lawrence campus is manifested socially and in the classroom. When white students do not acknowledge that they are the majority on our campus and that their presence speaks to larger societal struggles, students of color are left to the mercy of uninformed comments and actions. When white privilege runs unchecked by administration and other members of the Sarah Lawrence community, the silence affirms the inequality of voices and helps perpetuate the unsafe environment for students of color.

V. **We**, the Collective, are demanding to see a change in the structure of the administration's handling of incidents regarding racial prejudice, sexual assault, student silencing, and fear, while also putting into place more effective policies that provide proactive, rather than retroactive support for the aforementioned issues. We are placing the responsibility on the administration for the restructuring of old policies and the implementation of new ones in order to provide Sarah Lawrence students with the support they need. In addition to these previous demands, we ask that the administration take seriously our concerns with this climate that has fed into a culture of disrespect, entitlement, and prejudice.

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<sup>2</sup> See Appendix 2 for excerpts from *The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997*

VI. **We**, the Collective, are demanding that we see a change in the way our Professors are involved in a dialogue regarding race and ethnicity. We, students and members of the community, no longer want to sit in an academic atmosphere where we are expected to educate an entire group of students, about the dangers of being a part of a community that does not acknowledge the importance of a continuous dialogue pertaining to the education of race and gender. We are demanding that Professors receive training on how to incorporate and address the importance privilege in the form of workshops, classes and “teach ins” and respect into the curriculum and syllabus. The importance of these continuous dialogues are not only beliefs of this Collective but also students that have came and organized before us.<sup>3</sup>

VII. **We**, the Collective, demand the administration to acknowledge the importance of Common Ground. A safe space for students of color and their allies to gather to discuss race and ethnicity along with the string of topics that follow in the main purpose of Common Ground. Sarah Lawrence alumni have not only benefited from the space’s existence, but also thrived as Sarah Lawrence students because of the support the space has provided in the past. We demand that Common Ground’s existence be reevaluated as a place that must continue to love and nurture its members. We refuse to perpetuate the image of Common Ground as a tokenized space stagnant in yearly routines of reading the mission statement and conducting meetings conveying the importance of this space. The administration is responsible in including the mission of Common Ground into the institutional memory of Sarah Lawrence College. Common Ground and the groups affiliated with the space are free agents to progress in their projects and intellectual endeavors instead of in constant battle defining the space every semester to the same community, this duty belongs to the administration. We demand the administration’s involvement in conversations regarding the re-thinking of this space, an involvement we want to occur on a regular basis until we have witnessed drastic positive change. The change we consider efficient is explained in section C.

VIII. **We**, the Collective, acknowledge that as a college, we are constantly in the process of recruiting new students to be a part of the Sarah Lawrence community. Sarah Lawrence Office of Admission plays a key role in showing prospective students and their families the importance of the type of education our institution offers. Diversity continues to be a main marketing tool. Our counselors and students are trained to convey the multiplicities of diversity that can be found in our community and how this inclusive climate enriches the education of our students. Sarah Lawrence Office of Admissions describes to all students learning about our institution that diversity ideas, peoples, religions, languages, backgrounds and identities are respected and encouraged on our campus. For these reasons many students apply, are accepted and enroll.

IX. **We**, the Collective, demand the community of Sarah Lawrence College (students, faculty, staff and administration) to stand behind these promises of diversity and inclusive engagement made on behalf of this community by the Office of Admissions.

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<sup>3</sup> See Appendix 3 for excerpts from *The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997*, (Professor, [REDACTED], 1997)

X. **We**, the Collective, stand with the “goals” by OAR, Organized Against Racism in 1997 as key progress needed to be reached by the community as it pertains to diversity and support of diversity in students, faculty, staff and administration, trustees, and curriculum. These “goals” as the OAR articulated in 1997 can be found below:

#### “Goals”

“The American Council on Education and its Office of Minorities in Higher Education call their annual conference “Educating One-Third of a Nation”; at Sarah Lawrence we are still far from having one-third of our students, faculty, and administrators be people of color. To commit ourselves to achieving that goal is possible, morally responsible, and educationally indispensable, for all of us.”

#### “Students”

- A student body including 32% of people of color by the year 2010, with an interim goal of 24% within the next five years. From our past record, it’s clear we’re capable of increasing the number of students of color here by up to 3% a year; if we achieved that consistently, we could meet our goal by 2003. To work more slowly, we could commit ourselves to increasing that number by just 1.5% a year, achieving 25% by 2003 and 32% by 2008.
- A permanent group for peer dispute resolution, trained to cope with student-student disputes involving race.
- Permanent racism-awareness training for incoming first-year students, as well as structured ongoing workshops for continuing students.
- Opportunities to study abroad in non-European countries.

#### “Faculty”

- A faculty including 32% people of color by the year 2010, with an interim goal of 24% within the next five years. Again, we have proven capable of raising this figure by 8% over ten years; if we were to commit ourselves to moving slightly more quickly and increasing the current 16% by just 1.5% a year, we could achieve 25% by 2003 and 32% by 2008.
- 28 tenured faculty of color by 2010, with an interim goal of moving from 8 to 16 within the next six years. This number quadrupled between 1987 and 1997. The current goal would mean tenuring twenty faculty of color over the next thirteen years.
- Wide distribution of detailed hiring and promotion criteria, and of news of planned hiring.
- An ongoing faculty group to discuss the issue of racism, particularly as it might arise in classes or conferences.
- Faculty workshops on racism awareness.
- A viable Diversity Committee or some other comparable group to address the issue of racial diversity consistently and permanently.
- A college in which people of color are included in every department and on every committee.

#### “Staff and Administration”

- A staff and administration including 32% people of color by the year by 2010, with an interim goal of 24% within the next five years.
- At least two Administrative Officers of color within the next five years.

- Wide distribution of detailed hiring and promotion criteria, and of news of planned hiring.

“Trustees”

- A formal liaison between the Diversity Committee or some equivalent group and the Board of Trustees, to address the issue of racial diversity.
- An understanding that college visions and commitments must include genuine racial diversity, regardless of the college’s financial situation.

“Curriculum”

- A cross-listed program in Multicultural Studies within the next five years; programs in African-American Studies, Asian-American Studies, Latino.a-American Studies and Native American Studies by 2010.
- An increased in the number of courses whose primary focus is people of color from 17% to 24% within the next five years. We moves this number from 7% to 17% between 1987 and 1997. An increase to 32% by 2010, aiming toward 50% annually.
- A college forum in the fall of 2003, to assess our progress.

(pg. 117-119, The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997)

C) Direct Action & Implementation

- Orientation Event: During the first week on campus, all first year students and first semester transfer students will attend a mandatory workshop on issues of race, privilege, and class. This workshop will use principles that make the Sarah Lawrence experience markedly different from other institutions. These workshop(s) will be implemented using art, music, multimedia and writing. This will allow the students an opportunity to be reached in mediums that they specifically understand and be more likely to carry with them as the school year starts. This will include an outside facilitator(s) being hired to carry out the workshop. The workshop should be held in rotations that allow all first year and first semester transfer students the chance to experience the multiplicity of experiences as it pertains to engaging with race, gender and sexual orientation (both positive and negative) which they might find themselves in. Once attended, proof of attendance will be marked via a special non-removable marking on their Sarah Lawrence ID card.
- In addition, all returning students will attend a smaller, more intimate workshop during the tail end of interview week.
- All FYS classes employ a mandatory lesson given by all professors during the fall and spring semesters on building a more inclusive community. This lesson will include a mandatory visit to the student space known as Common Ground and complete a required short reflection paper on the students experience and understanding of the space.
- The College will produce an interactive video reflecting the College’s history regarding race on campus and handling of race issues on campus. This video will include an accurate portrayal

of the past Teach -in and Sit -in that was student run and staff and faculty supported. This video will include faculty and staff that have been crucial to the conversation of race relations, privilege and diversity at the College. This video will include such faculties and staff, paying special attention to include both male and female voices. This video will be best served as a widely accessible one on campus, including the library. The video will best be served as found on MySLC and it's future iterations, and the College website, with the assistance of archivists in the library.

- Annual State of the College address to be presented by the President of the College, as a campus wide event during the first week of classes. This particular block of time scheduled for the address should be programmed when there are no competing factors, (seminars, lectures, meetings) etc. In this address, the President and senior staff, (including Dean of Diversity, Dean of Students, Student Affairs personnel) present data on campus transparency and accountability - this will include data and figures to show an increased value on diversifying admission rates and measures, and data of where incoming students hail from, (thereby enriching and diversifying the community). Essentially, this data will convey of whom this community is comprised of, and an institution-wide plan to increase such measures and results over an extended period of time.
- Increased support for international students on campus and addressing the changing face of the campus is key. This includes an annual international student fair that is open to the campus community and mandatory. This will give voice and visibility to the international students that are diversifying the community and to the community at large as they are becoming more open minded to the many faces of the college. This fair will be facilitated via the Office of Student Affairs and Chief Diversity Officer.
- Each student at the College will be required to take two semester long classes, (one in the First or Sophomore year, and one in the Junior or Senior Year), that focuses specifically on cultural/ethnic competency, race, gender, sexual orientation, and transnationalism. For example, all of the classes will fall under any particular discipline, (History, English, Art History, Visual Arts, Writing, etc.) but must be taken in the timeline outlined above. As one new class, the FEAR project run by DAPS and [REDACTED] will be used to facilitate a much more focused dialogue around race that is supplemented with readings, social justice activism and professors dedicated to promoting change.
- Diversity training for the entire community that breaks down the ethnic and racial differences of people on campus. This will not specifically target individual students or faculty, but more broadly provide insightful language and dialogue to ensure a safer and more educated community. For example, the ways in which dialogue is carefully and respectfully encouraged on 'gender pronouns' usage is the way that we should encourage conversation on usage of racial identifiers. We do not want to make assumptions on the racial and ethnic makeup of students, we want to use appropriate language and that is provided with thoughtful tools for conversation. Not all Black students are African American, but instead may come from Africa, the Caribbean, South/Central America, Europe, Middle East, and the United States. This kind



of distinction is important and will encourage people to use appropriate language as far as describing or classifying people.

- To Support the Director of Diversity (At this point [REDACTED])
  - Another full time staff
  - More funding for graduate students
  - Programming Budget
  - More training to equip students and staff to talk about race
  - Support for student groups' events and conferences.
  
- To support the Dean of Studies (At this point Dean [REDACTED])
  - [REDACTED] in one of his many positions of leadership and Senior Administration:
  - Two positions that are both full time, regularly titled and assigned with the task and duty to support the 'Chief Diversity Officer' in all iterations of the position.
  - Staff members report to the Dean of Studies and President of the College.
  - This position(s) is one that requires undivided attention and not expected to be extended to any other sector.

In a document presented to the administration from a group known as the Concerned Students of Color in 1989, made similar demands pertaining to the SLC curriculum. The document, "All too often, 'American' history and literature courses means European-American. All too often, European colonization is discussed with reference to the perspectives of the colonizer rather than the colonized." (Concerned Students of Color Agenda 1991) This agenda addressed, diversifying the Sarah Lawrence Curriculum in ways DOASN has outlined almost identically: through the faculty and staff hiring process, the course additions and library resources. All three of this specific ways of adding diversity speak directly to the Sarah Lawrence mission, a mission that has been strongly articulated by the Sarah Lawrence Black Student and the Black Community of 1967.<sup>4</sup>

*"The fact that we have a campus climate in which diversity can be 'simply forgotten' is shameful. Up to now students have carried the burden of petitioning, protesting, and fighting for the institution to recognize diversity as both an issue and asset. But that goal should be understood by all community members, whether faculty, staff, administrator, or student; whether a person of color or not. In conclusion I urge Sarah Lawrence to initiate action. We have planned, and strategized, and mulled over options for too long. The moment is now. Society and our peer institutions are passing us by." (65-66, [REDACTED], [REDACTED], Sarah Lawrence College: A Multicultural Organizational Analysis)*

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<sup>4</sup> See Appendix 4 for 1967 students demand for true diversity to be realized,

The quote above from [REDACTED] 'll [REDACTED] begs our community to pay attention and be active in refining the community we love and yearn to thrive in.

The *undersigned*,

### *Dangers of a Single Narrative Collective*

[REDACTED], '15  
[REDACTED], '14  
[REDACTED], '14  
[REDACTED], '13 & '14

Appendix

1.A "Common Ground Space Manager Resignation", October 2013 - [REDACTED]

"Hi [REDACTED],

I am certain that I am no longer able to continue with my position as a Space Manager for Common Ground. I have had a difficult week(end) of conversation and reflection, and this is the best for me at this time. I am still committed to lending my voice and ideas in a constructive way, but I do not think the work done under the current norms will be meaningful or productive in the ways that I discussed in our last meeting. I am interested in channeling my energies toward Student Senate, with my eye on a seat in either one or two vacant positions, namely General or Diversity.

Additionally, I have still been responding to student requests on campus, and queries regarding the job, booking the space, etc - as close as last night. I will go on to say, that if it is at all helpful, I will finish up my duties this week in the space, including handling the orders for the space that have or soon will come in, etc. I would like to go further and lend my voice as far as contributing to the conversation about the ideas that [REDACTED] and I were drafting last week. All of the ideas I mentioned last week, I am still concerned with seeing them come to life, and critically exploring other avenues in which to address the racial climate and racial tensions on campus.

This has not been an easy decision to make, but with all that has gone on this week, I think it is best I use my voice through another avenue, and I hope, with the help of many staff, faculty and students alike.

I am deeply sorry things did not work out as planned, but the toxicity on campus is symbolic of a different issue(s) that should be broken apart and put back together. It saddens me to know what the history of Common Ground has been, and the evolution to what it is now, and all those that have rallied together to demand such a space. The history is too great, and for two students to carry that weight in this climate is very unhealthy and uneven. I will though, make it clear that I am fully invested in putting my ideas to use and working in favor of the greater Sarah Lawrence Community that I am proud to be a member of.

Best,

██████████”

(Fall 2013, Resignation Letter sent to Director ██████████, Dean ██████████ & President Karen Lawrence, from CG Space Manager, ██████████ - 10/1/13)

1.B “Common Ground Space Manager Resignation”, October 9th 2013 - ██████████

“Hello Everyone,

I hope this message reaches you well.

I am writing to you all to directly, and officially announce my resignation from my position as Common Ground Space Manager. I am deeply saddened and disheartened, and this decision has not been an easy one for me. I have considered you all and the rest of the Sarah Lawrence community in the midst of this decision. I am disappointed that months of hard work meant to begin/continue conversations regarding climate change, race and ethnicity has not been able to be shared in the way my co-Space Manager, ██████████ and I, excitedly and energetically imagined.

It became very clear that the beautiful and extremely necessary physical and theoretical space needed some reconstruction and re-thinking. It became obvious to me that I could not continue to work with and in a space that was so broken and disconnected to the rest of the SLC community.

The space has developed a disjointed and toxic relationship to the rest of our school community, and we are now in danger. The space that was created and utilized as a safe space for students of color and allies has fizzled and disintegrated, leaving me confused--yet determined. Though I am no longer the space manager, I remain a concerned member of the school community, activist and of course, a student of color. I will continue to fight to create the wholesome atmosphere my colleagues and I deserve.

I urge you all to reflect on what Common Ground has meant for you, will mean for future students of color and to imagine what it must have done for past students of color (who are outraged and in disbelief about the space's death).

Best,

██████████

(Fall 2013 Resignation Letter sent to the Common Ground Community)”

## 2. “Notes Toward A History”

“...the College handed out a draft of a document called, “Sustaining Our Legacy; Creating Our Future: The Strategic Plan for Sarah Lawrence College.” It had been prepared by six trustee/administration/faculty task forces during the 1996-1997 school year. The Strategic Planning Committee asked itself: What is the strongest college that Sarah Lawrence can be in the next century? What must we do to get there? While goals and aspirations about coeducation, a sports center,

improvement in faculty compensation and many other topics were mentioned, racial diversity as a college priority was mentioned only in the context of reducing financial aid...While various Action Steps were listed to achieve the stated goals, no Action Step referred to a commitment to achieving full racial diversity at Sarah Lawrence.” (pg.12, The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997)

“On September 13, 2010, a black student came to her dorm room to find the words “West West Ya’ll Nigger” on her door. Security was quickly notified once the incident was first reported to Diversity and Campus Engagement. The usual procedure in regards to a security incident, involves a school-wide email. The Dean of student affairs notified the school nearly two weeks after the event took place. Over a month later, President Lawrence addressed the college about the incident nearly a month after it occurred. This incident exemplifies the clear racial insensitivity that was rampant less than 4 years ago” (35, [REDACTED], Multicultural Organizational Analysis) Students of color are unsafe because of these hostile and derogatory terms are aimed and directed at them.

*“I don’t think that polarizing the issues is the creative solution. I feel that it is too easy to think and act in ways which are binary - which don’t examine the complexities of interactions - and the possibilities for new ways of working with one another towards a common goal. The challenge for Sarah Lawrence right now is to create an environment, where all members of the community truly feel as though diversity is indeed a common goal...We are in a climate where people feel burnt out, hopeless, betrayed and genuinely at a loss for ideas for strategic change. Where will the vision come from? Where will the leadership come from? As a school, we need to move beyond Band-Aid solutions.” Re: Race Relations and Conversations on Campus (49, The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997, (Student, [REDACTED] (GR), 1997)*

*“Then nothing happened, and we had more intense meetings, especially student meetings, when the broader student body would come and the coalition informed them as to what was happening...(pg 74) It just got to a point where they really weren’t moving. They would say, We understand, You’re right, Yes this needs to change, but nobody would do anything. There was no significant institutional movement for change. Everything was piecemeal and part-time and not about incorporating people permanently. So it culminated in this sit-in.” Re: 1989 Westlands Sit-in (pg. 75, The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997, (Student, [REDACTED], 1997)*

3. *“When committees interview potential faculty of color who teach from a distinct non-Western perspective-and this has also come up in tenure review-they also ask candidates if they are willing or intend to teach mainstream work, in whatever their discipline is. I find that terribly offensive and hegemonic...In other words, to legitimize your course, you have to include mainstream European work. It’s ludicrous, especially since committees don’t ask people coming to teach mainstream courses if they intend to include the work of people of color. It’s a prime example of the way cultural bias perpetuates itself and becomes institutionalized.*

*How do you think these situations could change?*

*I think there has to be some real personal confrontation about personalized levels of racism. People have to be willing to engage in a process that will allow them to recognize some of their own biases. There has to be recognition that this is a serious issue, and so it has to be confronted in a serious way. I would advocate for outside intervention, for someone or some group to come in and help the entire college go through a process of evaluating themselves on the level of racism that exists in this environment. And the kind of racism it is--because people tend to only think about overt forms of racism, and they don't think about the more covert and insidious forms that exist, particularly within very liberal settings...I also think people have to be willing to confront their colleagues on these issues.” (pg. 86, *The OAR Report: The Issue of Racial Diversity at Sarah Lawrence College, OAR, Organized Against Racism, 1997*, (Professor, [REDACTED], 1997))*

4. “At Sarah Lawrence College our mission is to graduate world citizens who are diverse in every definition of the word, who take intellectual and creative risks, who cross disciplinary boundaries.” It is extremely significant to note that SLC believes in diversity in every sense and meaning of the word. In order to send “world citizens” into the society, this level of consciousness is essential mandatory in and outside of the classroom. As Joy Jones beautiful points out in her essay about black students at Sarah Lawrence, “They were able to develop as black people because Sarah Lawrence did not force them to assimilate into white society” (40, *Sarah Lawrence College: The Black Student and the Black Community* ‘67)