

Asian American Student Task Force

**Preliminary Proposals and Recommendations on issues related to the
Princeton University Community**

March 26, 1993



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I N T R O D U C T I O N

The Asian American Student Task Force was established in the fall of 1992 as a collaborative effort to review and propose recommendations on issues related to the Princeton University community. Our current efforts follow in the tradition of Asian American student activism at Princeton, which has ranged from participation in the protests leading to the establishment of the Third World Center in 1971 to the effort that resulted in the 1989 student-initiated seminar in Asian American Studies.

Through analysis of available data on several aspects of student life and in consultation with students, faculty, and administrators, we have found that the University does not adequately meet the needs of its constituents. This report contains our suggestions for changes needed at the University. We hope that the University will implement our recommendations and that we will see significant improvements at Princeton in the near future.

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EXECUTIVE SUMMARY

The following discussion highlights issues covered in this report:

Asian American candidates for undergraduate admission at Princeton, who are as qualified as their white counterparts, are subject to an admissions rate that is significantly lower than that for white students. One response from the administration is to point to Legacy admits as the factor behind this admissions rate difference, but we contend that Legacy admissions benefits are inherently unjust. To offer Legacy benefits today is to perpetuate yesterday's exclusionary practices against Asian Americans. **We strongly urge the University both to improve admissions procedures to ensure fair and equitable treatment of Asian American candidates for undergraduate admission and to practice an admissions policy based on open record keeping.**

Although the issue of racial harassment has been discussed at length among faculty, administrators, and students and although both Vice Provost Ruth Simmons and Dean Albert Raboteau have submitted recommendations for action by the University to address issues of racial harassment, **more direct action is needed. Specifically, in *Rights, Rules, Responsibilities*, the University should *define* racial harassment and stress the community's intolerance of racial bias. In addition, the University should develop protocols to address incidents of racial harassment and institute proactive measures to prevent future incidents of racial bias and harassment.**

To make our society more equitable, to make higher education a more democratic and inclusive institution, and to benefit all students as well as society at large, **the University should embark on a course to establish an Asian American Studies Program. The University should also incorporate the Asian American experience into existing courses and the existing course framework, and the University should further diversify its course offerings on Asia.**

The University should improve the quality of student life by making changes involving residential college advising, a student center, faculty and administration, and the four campus centers. **Changes should include combining the Residential Advisor and Minority Affairs Advisor Programs; creating a student center with a director knowledgeable about minority affairs and sufficient office space for student organizations; increasing efforts to recruit underrepresented groups including women and Asian Americans for administrative and certain faculty positions; and both increasing the support given to the Third World Center and determining what additional resources the Center for Jewish Life, the International Center and the Women's Center require.**

I. A D M I S S I O N S A N D R E C R U I T I N G

A. The Continuing Asian American Admissions Controversy

Despite Wilson's assertion that there should be "nothing restrictive, nothing exclusive" about a university...Princeton had the distinct reputation of discouraging the attendance of minority groups... While Harvard, Yale, and Cornell each had at least twenty-five Chinese students, Princeton undergraduates did "not like to have them around."¹

Over seventy-five years later, Princeton continues to lag behind other elite colleges in the growth of Asian American undergraduates. Asian Americans continue to be scrutinized under a more rigorous admissions process than any other applicant group.

Although non-academic factors are considered in admissions, the academic merit of Asian Americans is evidenced by high academic indices, such as SAT scores. For Princeton's Class of 1995: The Asian American Applicant SAT average was 1330; the White Applicant SAT average was 1290. The Asian American Admit SAT average was 1440; the White Admit SAT average was 1370.²

But the Asian American Admit Rate was 10%; the White Admit Rate was 17%.³

As shown in Figure 1, the growth in Asian applicants has been rapid and, with the exception of '85, positive every year. The accompanying growth in Admit and Matric rates have been disproportionately slower.

Why are academically qualified Asian American applicants admitted at a lower rate than their white counterparts? The University usually responds to this question with administrative stonewalling. Studies to examine admissions statistics or review data of prior 'administrative' studies are routinely denied; the Dean of Admission Fred Hargadon refuses to meet or speak with concerned students (over 25 requests to meet with the Dean went unanswered); and the label 'Confidential' is broadly and capriciously applied to existing data and literature.⁴

Since elite schools such as Princeton do not review applicants under strictly scholastic criteria, excellence in extracurricular activities along with high academic marks help optimize an applicant's chance of admittance. Certain ascribed features, though, such as legacy (son or daughter of alumni), race, and geographic origin are important odds-making factors that lay beyond the talents and potential achievements of individual applicants.⁵ Every racial applicant group, except for Asians, are well represented in such preferred ascriptive categories.

¹Marcia Synnott, *The Half-Opened Door* (Westport: Greenwood Press, 1979) 173-174.

²COFHE *Admissions Statistics* (Cambridge: Consortium on Financing Higher Education, December 1991) Redbook XVI, Tables B.9, B.15, D.6, D.12.

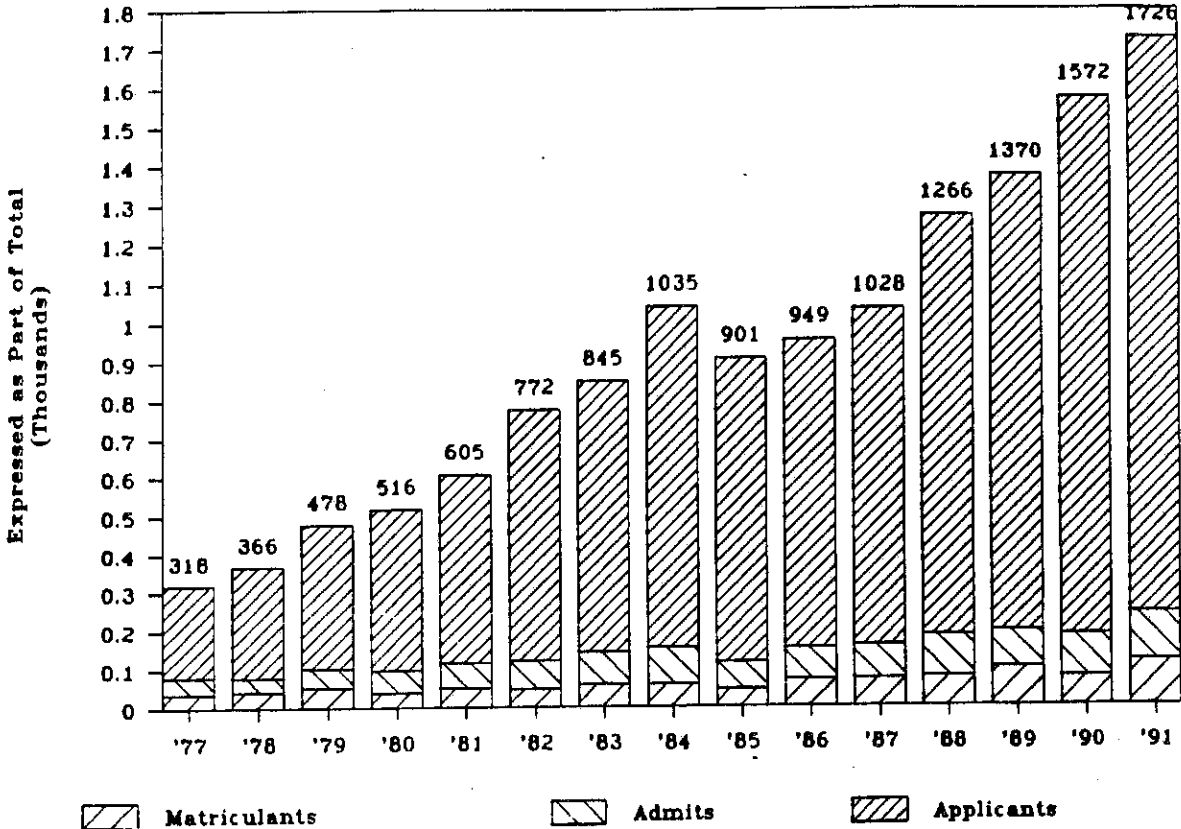
³Ibid.

⁴The 1985 Cummings Report on Admission of Asian-American Applicants to Princeton included a cover letter from former Dean of the College Joan Girgus stating, "The report is being sent to interested faculty, students and alumni." When a request to Dean of the College Nancy Malkiel was made last year, her office responded that this study was now **confidential**.

⁵Lee, R. "Asian American Applicants and Elite Undergraduate Admissions." nd.

FIGURE 1

Princeton
Admission History
Asian American Students



B. Organizational Interests and the 'Preferred'

Year after year the percentage of Asian Americans accepted by Princeton's undergraduate program seems to rank below the percentage for other distinct groups. I do not know the reason for this phenomenon, and would be unlikely to be permitted to research it. One hypothesis, however, is that we already have "enough of them."⁶

Earlier this century, the selection process to Princeton relied on 'admission-by-examination.' As applicants became more diverse, however, selection criteria shifted from examinations to a combination of objective, subjective, and ascriptive factors that favored and reinforced the presence of white male Protestants, and restricted the influx of members from subordinate groups, including Jews, blacks, and women.⁷

In the late 1960's and 1970's, the overdue inclusion of women and the increasing numbers of racial minority students resulted from changes in admissions practices. Such changes in selection criteria that targeted affirmative action applicants, however, occurred not so much from the progressive efforts initiated by Princeton administrators, but in large part to federal mandates and the accompanying threats of losing federal funding due to non-compliance with affirmative action regulations.

Today, the admissions process works under a multi-faceted, complex set of demands. Not only are admissions administrators and recruiters responsible for selecting the incoming freshmen class, but they must also cater to their 'organizational field⁸,' which includes the demands, limitations, and pressures from resources (e.g. funds and alumni/ae donations), consumers (e.g., students, alumni/ae, potential employers, graduate schools), and regulatory agencies (e.g., the Department of Education).⁹ There is little doubt that operating an admissions office requires balance and compromise. One type of compromise has been to offer special preferences to a variety of applicant groups, based on ascribed traits. Some are socially necessary, such as affirmative action for underrepresented and disadvantaged racial minorities. Yet others, such as legacy benefits, are historically linked to social exclusion, money, or cultural ideals characteristic of white Protestant men attending Princeton generations ago.

Asians have not politically aligned themselves to receive such ascriptive benefits. Because of this, however, they should not be penalized through exclusion (from special preferences and ultimately from admittance). The administrative response is to wait several years for Asian alumni/ae to grow old and eventually have their children apply to Princeton under Legacy status. We believe that Asian applicants should not have to wait. Asian applicants should be allowed to compete on an even 'playing field' with their white applicant counterparts.

⁶Memo to Admissions Committee from adjunct member, February 24 1983, p. 3.

⁷Karabel, Jerome, "Status-Group Struggle, Organizational Interests, and the Limits of Institutional Autonomy," *Sociology of Education* 63 (1989):227-240.

⁸DiMaggio, Paul J. and Walter W. Powell, "The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields," *American Sociological Review* 48 (1983): 147-160.

⁹David Karen, "Toward a Political-Organizational Model of Gatekeeping: The Case of Elite Colleges," *Sociology of Education* 64 (1990):227-240.

C. Sidestepping and Excuses

The Asian American admissions controversy first gained attention between 1983 and 1986, when increasing numbers of qualified Asian American applicants were treated to a lower, retarded admit rate. To this, elite admissions offices responded that no such disparity nor discrimination was taking place.

Between 1987 and 1988, Asian admit rate deficiencies were accounted for by administrators as an unfortunate residual result of *diversity* planning. Universities had fashionably turned to the sculpting of student diversity as its greater mission. Asian Americans, therefore, had fulfilled more than their representative share of the student body.

The most recent episode of administrative sidestepping has been to attack affirmative action. Neo-conservative administrators and legislators like Congressman Dana Rohrabacher claim that Asian American admit numbers are forced to be lower due to the affirmative action special considerations offered to underrepresented Black, Hispanic, and Native American applicants.¹⁰ This is where the crucial administrative focus on Asian American admissions is wrong.

We support affirmative action for underrepresented and disadvantaged minorities who have experienced a history of racially discriminatory barriers. The point of contention here is not between Asian Americans and other minorities; **the problem is between Asian Americans and whites, the majority applicants.**

To this, the common administrative response is that Legacy applicants cause the pivotal difference between white and Asian American admit ratios. **We respond that Legacy admission benefits are inherently unjust.** Not only was the Princeton student body all-male during the late 1950's and early '60's, but it was nearly all white. To offer admission benefits to the sons and daughters of these overwhelmingly white alumni is to offer a *white beneficiary category that possesses an admit rate above and beyond even the admit rate for federally mandated affirmative action groups.*¹¹ To offer legacy benefits to white sons and daughters of alumni is no different than perpetuating the policy of racial exclusion implicitly and explicitly practiced by Princeton generations ago.

Because we realize that Legacy considerations mutually benefit both the University and the alumni/ae, many of whom donate money and time to Old Nassau, we are not requesting that Legacy benefits be banned. We are requesting that Legacy admit rates be no higher than admit rates for affirmative action minority applicants.

Structurally, administratively, and fundamentally, the impression given to Asian American applicants is to go elsewhere; Asian Americans are not preferred nor welcomed here. Princeton, mired in conservative tradition, continues to resist the tide of multicultural applicant pool change. We implore Princeton administrators to practice a policy of equity and fairness in the treatment of

¹⁰Dana Y. Takagi, "From Discrimination to Affirmative Action: Facts in the Asian American Admissions Controversy." *Social Problems* 37 (1990): 578-592.

¹¹Nancy Malkiel, "Report on Undergraduate Admission and Financial Aid" (December 2, 1991). For Princeton's Class of 1995, the Legacy ('Princeton Sons and Daughters') Admit Rate was 47%. The Admit Rate for Blacks was 31.7%; the Admit Rate for combined Puerto Ricans, Mexican Americans, and other Hispanics was 21.9%; the Admit Rate for Native Americans was 27.3%; the Admit Rate for Asians was 10%.

majority applicants (white and Asian) in the admissions arena. Asian American and white applicants, with the exception of those from disadvantaged backgrounds, should be reviewed under uniform, unbiased admissions policies.

We request that Princeton design and practice improved admissions procedures that ensure equitable treatment of Asian American applicants.

D. We also ask for immediate response to the following:

1. Record Keeping

a. The University should review admission procedures and policies, responding specifically to such questions as: "How does the Office of Admission set diversity goals (including the number of students by race/ethnicity/gender/geographic location, the number of Varsity Recruited Athletes, the number of Legacy students, and the number of any other Special Procedure category)." "How does the Office of Admission change policy, set new agendas, establish recruitment goals?"

b. The University should maintain accessible records of Asian American applicants, admits, and matriculants based on ethnicity (e.g., Chinese American, Korean American, etc.). These should be annual public accounts of applicants versus admits across all racial/ethnic and special procedure categories, including non-academic and academic indices.

c. Pursuant to the Family Educational Rights and Privacy Act of 1974, Princeton University administrators from the Office of Admission, the Office of the Registrar, the Residential Colleges, and any other department/office engaged in the admission process or record keeping, should make accessible student application folders, including admission reader comments and academic and non-academic ratings.

d. The University should mail surveys to admitted prospective students, including those who decide to matriculate elsewhere, asking what reasons influenced their final decision. The result of these surveys should be publicly accessible.

e. In regards to attrition rate trends, the University should maintain a detailed exit survey, including gender, age, socioeconomic background, reason for leaving, and race/ethnicity of all students who decide to leave Princeton due to required withdrawal, voluntary withdrawal, or in absentia.

2. Minority Recruiting

a. The University should appoint a separate Minority Recruitment Officer. The Minority Recruitment Officer must have senior-level decision making capability.

b. The University should make stronger efforts to recruit prospective students from low socioeconomic backgrounds (e.g., inner cities). Moreover, recruitment of low socioeconomic status Asian American applicants must be recognized as targeted affirmative action recruiting which does not compete with recruitment of Asian Americans from other backgrounds.

c. The University should solicit wide student input in determining the format and planning of April Hosting for minority students.

II. R A C I A L H A R A S S M E N T

Over the past year, discussions concerning racial harassment have become pervasive throughout the campus community. While undergraduates perceive the University as unresponsive to their demands, the administration, in turn, appears to be involved in circular discussions and recommendations on how to improve race relations.

Although both Vice Provost Simmons' "Report on Campus Race Relations"¹² and Dean Raboteau's "Report of the Racial Harassment Committee"¹³ attempt to address issues of racial harassment and make recommendations for action by the University, other important recommendations are still needed. Thus, in order to preserve the sense of community at Princeton and to mitigate both racial tension and the hostile climate towards ethnic minorities, the University should make three important considerations:

A. While the Raboteau report recommends altering the language of the "Respect for Others" clause of the University's *Rights, Rules, Responsibilities*,¹⁴ racial harassment should be **defined** and **specifically addressed** in the publication, as recommended in Karen Jackson '94's dissenting report.¹⁵ Specifically, the language of the publication must focus on the University's intolerance of racial bias.

B. Protocols should be established to ensure that disciplinary measures are taken against perpetrators of racial harassment and to ensure that victims of racial harassment receive appropriate counsel and advice. These measures may include, but not be limited to:

1. Adopting a racial harassment program similar to the Sexual Harassment and Resource Education (SHARE) program for the counseling, education, and advising of victims of and individuals concerned with racial harassment. Neither the Simmons report nor the Raboteau report explore this option; nevertheless, such a program is needed at the University. Moreover, the efforts of this program may serve to satisfy similar recommendations made in Jackson's dissenting report.¹⁶

2. Establishing a central reporting structure as recommended in the Simmons report to ensure regular reporting to the President and the Provost on incidents of racial harassment and bias on campus.¹⁷

C. Proactive measures must be taken to ensure that future incidents of racial harassment will not occur at the University and to establish a racially tolerant campus climate. These proactive steps should involve requiring sensitivity training and education on issues of racial harassment for all members of the University community. This requirement should include, but not be limited to:

1. A required course in multiculturalism and diversity at the undergraduate level. The Raboteau report only recommends that this option be open to discussion,¹⁸ while the Simmons

¹²Ruth J. Simmons, "Report on Campus Race Relations" (March 1, 1993).

¹³Albert J. Raboteau, "Report of the Racial Harassment Committee" (March 8, 1993).

¹⁴Ibid., 1-2.

¹⁵Karen Jackson, "Dissenting Report to the Members of the Racial Harassment Committee" (March 3, 1993), 1.

¹⁶Ibid., 2.

¹⁷Simmons, 15.

¹⁸Raboteau, 4.

report recommends that a group of faculty prepare a report for the Course of Study Committee discussing the possibility of a "race and ethnicity" requirement.¹⁹ Instead, this requirement should specifically be established. A required course is the only way to ensure that every student who graduates from Princeton has been educated and exposed to issues of multiculturalism and diversity.

2. Sensitivity training for faculty, administrators, staff, and graduate student preceptors on issues of racial bias and discrimination. Although Simmons' report recommends "training for managers and others who may receive reports of bias and harassment,"²⁰ sensitivity training is also needed to educate those individuals in positions of authority over students in order to lessen the chance that they will become perpetrators of racial harassment.

3. A program for all entering first-year students during orientation week stressing the University's commitment to racial, sexual, and religious tolerance. This recommendation is similar to the recommendation in the Raboteau report which calls for "orientation sessions on issues of racial and ethnic diversity for incoming students and for Assistants in Instruction."²¹

Although we view these three considerations as crucial to any efforts made by the University to address issues and incidents of racial harassment, it should be noted that the proposals listed are not comprehensive. Any proactive policies adopted in the future by the University should indeed be commended. Nevertheless, it is important that the University employ measures now that are both unequivocal *and visible* to the campus community. The sooner these measures are adopted, the better.

¹⁹Simmons, 31.

²⁰Ibid., 15.

²¹Raboteau, 3.

III. CURRICULUM

A. Asian American Studies

We, as members of the American university community, have long pushed for Asian American Studies. In 1969, San Francisco State College, after its students organized the longest student strike in American history, established the first School of Ethnic Studies in the nation. On January 20, 1969, after intense student pressure, UCLA officially established its Asian American Studies Center. In 1987, Cornell University finally established its Asian American Studies Program. Also in 1987, Queens College, City University of New York, established its Asian/American Center.

We, as members of the *Princeton* University community, have long pushed for Asian American Studies. On November 15, 1988, during *An Evening With President Harold T. Shapiro*, Darryl Chiang '90 urged the University to devote a portion of its resources to teach Asian American Studies courses on a permanent basis. In the fall of 1989, a collaborative effort between students and administrators culminated in the offering of a student-initiated Asian American Studies Seminar. In 1990, Paula Chow and Eva Gossman, urged the University to "encourage departments to offer courses focused on the 'Asian-Pacific American Experience.'"²²

The University's response to these calls has never been to establish permanent Asian American Studies courses. In fact, the University has instead taken a backward step. History 410 *Asians in America* was removed from the 1992-93 *Undergraduate Announcement*. Not offered since 1985 due to insufficient institutional support, HIS 410 has now been completely discarded from the University curriculum. The only faculty member qualified to teach it, James Liu, retired in 1988, and again, due to a lack of institutional support for Asian American Studies, no candidate with experience in this field was hired to replace him.

Although much of the University community is already familiar with the rationale for the establishment of Ethnic Studies programs, where Asian American Studies is concerned, this rationale bears repeating. The versions of "American" history and "American" literature that students read are one-sided, European-rooted, and often distorted.²³ To counter this bias, the University should develop an Asian American Studies Program.

But Asian American Studies is not only a way for the University to meet the demands of Asian American students, and it is *not* merely a convenient way to satisfy the hunger of Asian American students to learn about their own history and culture. Instead, as part of an effort to "make education more equitable, inclusive and open to alternative perspectives,"²⁴ Asian American Studies seeks to produce scholarship and students that will recognize and correct injustices in our society.

²²Paula Chow and Eva Gossman, "Report on Asian-Pacific American Students" (May 11, 1990), 6.

²³Assuming that all of our forefathers are European, this version of history ignores the Asian American farmers who painstakingly cultivated California's San Joaquin Valley into the agricultural wonder it is today. It neglects to discuss the history of Asian laborers on the Hawaiian sugar plantations and the western railroads where inhumane, slave-like conditions were commonplace. It does not tell the story of the post-1965 Asian immigrants who were finally allowed to enter the United States after racist immigration restrictions were lifted. Americans of non-European descent have written an enormous amount of literature that is virtually unavailable to most students during their education. Students never read about others who eat rice at every meal or others who speak Tagalog at home to their parents. Nor do students read about the Asian diaspora that shaped and influenced East and West Coast cities like New York and San Francisco.

²⁴Shirley Hune, "Opening the American Mind and Body: The Role of Asian American Studies," *Change*, November/December 1989, 58.

In agreement with the Raboteau report's recommendation to "insure that cultural and ethnic diversity become part of the central educational experience at Princeton,"²⁵ the University should make an "institutional commitment of benefit to all students, the university itself, and the society at large"²⁶ by implementing the following proposal:

1. The University should embark on a course to establish an Asian American Studies Program.

a. The first step in this effort should be for the University to create a tenure-track position in an academic department or program for a specialist in Asian American Studies. Once a tenured faculty member has been hired to fill this position by the beginning of the 1994-95 school year, the University shall begin creating tenure-track positions in other departments to be filled by faculty with proven capabilities and interest in research and teaching of Asian American Studies. When trying to fill positions not dedicated to Asian American Studies, the University should also search specifically for candidates with significant experience in this field.

b. As the number of faculty working in Asian American Studies increases, the Committee on Asian American Studies shall form and eventually become the Asian American Studies Program, which, nurtured properly by University funding and administrative support, may eventually develop into a distinct department.

2. The University should incorporate the Asian American experience into existing courses and the existing curriculum framework.

a. One instance where the University has already done so is the section of Writing 151 (formerly Literature 151) that reads *The Woman Warrior*. The University should expand this effort to include other courses such as American Studies 202 *Culture and Society in the United States: The Modern Period* which should include coverage of the Filipino American labor movement and the Asian American role in the Civil Rights Movement.

b. The University should offer a course fulfilling the writing requirement that focuses on the Asian American experience, and thereby provide an accessible way for all students to learn about a segment of American society that is usually ignored in the educational process.

c. In agreement with the Raboteau report, we recommend that the University offer more courses on American multiculturalism and diversity that fulfill distribution requirements.²⁷

d. Also in agreement with the Raboteau report, we recommend that the University continue to offer Residential College Seminars on multiculturalism.²⁸

3. The University should publish a timeline detailing how and when each item on this agenda will be accomplished.

Although some may argue that Asian American Studies is still an undeveloped field, they are ignoring the facts. The San Francisco State Strike occurred a *quarter of a century* ago. The 1992 Association for Asian American Studies Conference at San Jose State University had an attendance

²⁵Raboteau, 3.

²⁶Hune, 62.

²⁷Raboteau, 4.

²⁸Raboteau, 3.

of over 500 scholars. Colleges and universities all over the nation, from the University of Hawaii to the University of Colorado, from the University of Wisconsin to Harvard and Yale Universities have offered innumerable Asian American Studies courses. The University of Pennsylvania is considering a proposal to hire a tenured faculty member in Asian American Studies. The M.A. program in Asian American Studies at UCLA has been receiving record numbers of applications. The University of California at Berkeley and the University of Hawaii at Manoa both offer undergraduate *majors* in Asian American Studies. Many scholarly journals dealing exclusively with Asian American Studies have been established, and each year, hundreds of articles and scores of books appear.²⁹

We must ask what the neglect of Asian American Studies in institutions of higher education implies about those who determine their course:

The conspicuous absence of courses on Asian American history and experience in the University curriculum and in public education as a whole poses serious questions on the academic integrity and the competence of University curriculum planners and instructional personnel, and reveals the pervasiveness and deep-rootedness of institutional racism in our society.³⁰

It is time that the faculty and administration realize and act on the injustice of not having a single course on Asian American Studies in the entire University curriculum. It is time to further our efforts to pursue President Harold Shapiro's stated "goal... to increase campus awareness of minority cultures."³¹ It is time for Princeton to act in the true spirit of its motto, "In the [not solely European American] nation's service." It is time for Asian American Studies at Princeton.

B. Asian Studies

Although the University is not entirely bereft of courses that touch on Korean, South Asian, and Southeast Asian Studies, we ask for attention to the following points:

1. The University should nurture the Korean language program with talented faculty, up-to-date resources, and the invitation of students-at-large to learn a non-Western language. The University should also explore the possibilities for courses in Asian languages that are ignored in American higher education, such as Tagalog and Vietnamese.

2. The University should examine the distribution of its courses on East Asia. In particular, no courses are offered specifically dealing with the literature and civilization of East Asian countries other than China and Japan. The entire curriculum virtually ignores the literature and civilization of both Korea and Taiwan.

3. The University should correct the deficiency in its offerings on South and Southeast Asian countries. Bangladesh, India, Nepal, Thailand, and the other countries of the region certainly have histories as rich as those of France, Germany, and Great Britain. However, the University does not offer any courses on Vietnamese history or Laotian politics.

²⁹The most notable journal is *Amerasia Journal*, established in 1971. The UCLA Asian American Studies Center, the University of Washington Press, and Washington State University Press have been some of the leading presses in this field. Temple University Press has also published several books for its continuing *Asian American History and Culture Series*.

³⁰Contemporary Asian Studies Division, UC Berkeley, "Curriculum Philosophy for Asian American Studies," *Amerasia Journal* 2.1 (1972): 37.

³¹Harold T. Shapiro, "The Continuing Vitality of Princeton," Opening Exercises, September 17, 1989, quoted in Ruth J. Simmons, "Report on Campus Race Relations" (March 1, 1993).

IV. STUDENT LIFE

A. RESIDENTIAL COLLEGE ADVISING

Although advising resources are available to minority undergraduates, these resources should be improved in several fundamental ways. A better solution for both minority and non-minority students would be an extensive restructuring of the advising system. We propose an extensive structural change to the residential college advising system as a whole.

1. In agreement with Ruth Simmon's recommendation³², the University, working with the Minority Affairs Advisor (MAA) and Residential Advisor (RA) Programs, should unify the responsibilities of RA's and MAA's. A typical misconception is that RA's can only handle issues such as roommate or academic problems and not issues relating to students of color. By the same token, MAA's are conceived of as being capable only of handling issues of race and ethnicity. The University should combine the two advising programs into a new "Residential College Advising Program" where advisors specifically experienced and trained in issues of minority affairs serve as residential college advisors. We **do not** call for the elimination of the MAA Program but rather call for the incorporation of the RA and MAA programs into a new advising program where the new "Residential College Advisors" are the equivalent of MAA's turned into RA's. This process must solicit student input, and the resulting program must be accountable to students.

We realize that combining the MAA and RA Programs may take a significant amount of time. While the University is considering the above proposal to combine the RA and MAA Programs, we make the following recommendations for the current RA and MAA Programs. We also hope to see these recommendations implemented in the "Residential College Advising Program."

2. The University should re-evaluate the selection process for MAA's. Specifically, the application and selection processes should be led by a central group, possibly at the office of the MAA Program, rather than by each individual residential college. This would allow for more uniformity in the selection of qualified MAA's and would ensure that each college would be able to evaluate all the candidates for the program instead of only those applying to the college.

3. The University should allocate more financial resources to the residential college advising system so that advisors can offer more elaborate programming for students.

4. The MAA's should build stronger ties with minority student organizations.

5. Advisors should inform advisees of events of interest in the Princeton community. MAA's and Minority Affairs Liaisons (MAL's) should keep residential college students informed of Center for Jewish Life, International Center, Third World Center, and Women's Center events and also events sponsored by minority student organizations.

B. STUDENT CENTER

Princeton has neither a central area on campus for students to gather nor satisfactory social alternatives to the eating clubs. In order to alleviate these deficiencies, we strongly support the creation of a new student center. In the planning of the center, the following recommendations should be considered:

³²Simmons, 35.

1. The center should contain office space for University-recognized organizations that do not have proper office space on campus. Currently, the office space for minority student organizations is limited and decentralized.

a. Consolidating groups in one location will promote inter-organizational communication and provide students with more access to activities. This would also serve as a clearinghouse for student organizations.

b. Having centralized offices for student groups will further legitimize their efforts.

2. The University should appoint an administrator who is knowledgeable about minority concerns to oversee the activities of the student center. This administrator would promote sensitivity and cooperation among students and facilitate overall programming for the student center so that leaders of organizations will have another resource to turn to with their questions and concerns.

3. The center must offer non-alcoholic social activities for students. The options must be permanent, and resources must be committed to specific ways of remedying the current lack of social alternatives to the eating clubs. For example:

a. The center should house a movie theater. With the closing of the Eric Garden Theatre, students lost the only movie theater within walking distance of campus. The construction of a theater in the student center would attract students as well as townspeople to the center and would increase interaction between the University and the town.

b. The University should house a full-fledged dance club in the student center. The non-alcoholic club could be modeled after those currently found on other college campuses (e.g., The Purgatory at Duke University).

4. The center should contain a movie-rental library such as the one in the Mathey-Rockefeller Library. In addition, "Money Access Center" machines and a convenience store should be considered for inclusion in the student center. Students also have expressed interest in having available at the new student center: a post office, a 24-hour delicatessen or fast food services, a large computer cluster, a student lounge, a bowling alley, and a grocery store.

5. The center should be centrally located on campus.

6. The center should serve three meals a day to expand the dining options for athletes, early risers, and independents. Furthermore, the center should remain open until 3 a.m. as many students are active late at night.

C. FACULTY AND ADMINISTRATION

One of the most valuable resources available to undergraduates is the Princeton faculty and administration. A vast human support network for the entire University community, faculty and administration not only fulfill the structural roles of university leaders and teachers, but they also serve as role models, advisors, mediators, contacts, and sources of institutional memory. Since they are visible members of the community who set the tenor for campus activity, members of the faculty and administration should reflect the University's commitment to diversity and its diverse student population.

1. In keeping with this open atmosphere, the University should examine its present pattern of recruiting faculty and administration. Groups which are not adequately represented within the makeup of the faculty and administration include African Americans, Asian Americans, Latinos,

Native Americans, and women. The University has been successful in hiring and recruiting qualified individuals within these groups for various positions; however, representation of these groups is concentrated only in certain areas. Asian Americans make up a significant portion of the engineering and science faculty, but they are not so numerous in the humanities, social sciences, or upper echelon of the university administration. African American, Latino, Native American, and women faculty are also very few in the School of Engineering and Applied Science.

2. The University should develop a more aggressive recruiting approach for the aforementioned five underrepresented groups in departments and administrative positions in which they are underrepresented. Such a policy would not only benefit these groups at Princeton, but it would benefit the entire campus. Students would gain from the instruction, advice, and contacts offered by such faculty and staff, and these alternative role models would provide support and leadership for women and minority groups. Such a policy would add to campus resources and foster a community of diversity.

3. In agreement with Ruth Simmon's recommendation to recruit additional minority faculty and staff³³, we recommend that the University increase its efforts to encourage them to pursue graduate studies in fields in which they are underrepresented. For example, the University should encourage its women undergraduates to pursue graduate studies in engineering and its Asian American undergraduates to pursue graduate studies in the humanities and social sciences. This would increase the faculty candidate pool for Princeton and other universities. The University should also take more steps to recruit African American, Asian American, Latino, Native American, and women graduate students for study in departments in which they are underrepresented.

4. The University should solicit a diverse base of input that includes students, faculty, and administrators in the search and selection process for administrative positions, such as the Provost, Dean of Student Life, and Assistant Dean for Multicultural Affairs. Although a search committee for the Dean of Student Life has been formed, little has been heard about its progress. The proceedings need to be more open and accessible to students at large since the new Dean will be dealing very closely with them. Moreover, information regarding the search for the Assistant Dean for Multicultural Affairs has been very limited. An open search committee should be formed with student membership that is not limited to those on the Undergraduate Life Committee and the Dean's Advisory Committee on Minority Affairs. This committee should include a broader representation of the campus community and also the new Dean of Student Life since he or she will be working closely with the Assistant Dean for Multicultural Affairs. Since the Provost is of such great importance to the campus as a whole, students should have the opportunity to participate in the search and selection process.

D. CAMPUS CENTERS

1. The Third World Center is an important symbol of the University's dedication to cultural diversity and a link for the cooperative efforts of the many minority student organizations on campus. As such, the Third World Center should be provided with additional resources to aid it in its role as a touchstone for Princeton. The increased aid should include, but not be limited to:

a. Aid which supports the creation of a staff position for an assistant to the Director of TWC. The assistant's duties may include coordinating the efforts of various Work Study students employed by TWC or maintaining constant communication between TWC and its constituent minority student organizations. This staff member would lessen the demanding logistical load placed on the Director of TWC.

³³Ibid., 23.

b. Additional funding allocated to the Third World Center to increase the number of Work Study positions at TWC. Students working in this capacity remove the burden of dealing with minor logistical needs from the Director of TWC's duties, would allow TWC and minority student organizations to organize more elaborate and meaningful activities for the entire University community, and would ensure the permanence of minority student organizations by helping to safeguard against fluctuating student interest. These work-study positions may include but not be limited to:

1) Positions dedicated to the needs of the minority student organizations that are encompassed by TWC.

2) A position to work with student organizations to maintain historical records of past activities by the organizations.

2. These unfulfilled needs within TWC reflect a broader campus-wide need in the Center for Jewish Life, the International Center, and the Women's Center. The University should evaluate the possibility of implementing programs similar to the one recommended for TWC within the other campus centers and provide additional resources where needed.