Bridge Leadership Website Text as of 9/11/09

Text for individuals not included in this document. When one clicks on the link for an individual bridge leader, target, or advocate, the text shown will be the summary written by Philip and Dr. Williams in addition to a picture. Below the summary will be links for transcripts and videos.

BRIDGE LEADERSHIP	The project seeks to broaden perspectives and develop new insights on a key concept-"bridge leadership"-raised in Clarence G. Williams's recent book, Technology and the Dream: Reflections on the Black Experience at MIT, 1941-1999 (MIT Press, 2001). The concept emerged as an important theme in the experience of blacks at MIT. It defines a small core of non-black faculty and administrators who have worked diligently to "bridge" divisions based on race.	CONFERENCES
Read about individuals trying to help transform places of higher education into more welcoming, nurturing environments for minorities		*Bringing together "bridge leaders" and others for comprehensive debate, analyses of key issues related to race and culture, and the concept of the bridge leadership concept (cgw) at colleges and universities*

- About Program
  - About the Program

	Concept and Goal of the Program
The project seeks to broaden perspectives and develop new insights on a key concept-"bridge leadership"-raised in Clarence G. Williams's recent book, Technology and the Dream: Reflections on the Black Experience at MIT, 1941-1999 (MIT Press, 2001). The concept emerged as an important theme in the experience of blacks at MIT. It defines a small core of non-black faculty and administrators who have worked diligently to "bridge" divisions based on race.	To develop a model based on the concept of "bridge leaders," that is, non-minority faculty and administrators working to "bridge" cultural, racial, and ethnic divisions, to help transform places of higher education into more welcoming, nurturing environments for minorities. The model will propose a framework to increase the number of "bridge leaders," particularly in predominantly non-minority institutions such as MIT, and to lay out criteria and activities concerning what constitutes or defines effective "bridge leadership." The model will be useful in developing new strategies to address problems such as: tensions and conflicts on campus arising from differences in race, culture, and ethnicity; high attrition rates among underrepresented minority students; high departure and turnover rates among underrepresented minority faculty and administrators; recruitment, retention, and motivation of underrepresented minorities for future leadership roles in higher education. **Background** The "bridge leader" concept emerged as an important theme in Technology and the Dream, describing a small core of non-black faculty and administrators who have worked diligently to "bridge" divisions based on race. Technology and the Dream includes interviews with 26 bridge leaders, each of whom had a major impact on the academic and career success of one or more black--as well as other underrepresented minority--students, faculty members, and administrators. While the book focused on the black experience, this new project will broaden the "bridge leader" concept to include not only race but culture and ethnicity as well.

o   <u>Biography of Clarence Williams</u>

Clarence G. Williams, an innovator in higher education for three decades and a recipient of a Ph.D. in Higher Education Administration and Counseling Psychology from the University of Connecticut (1972) is Special Assistant to the President, and Professor of Urban Studies and Planning at the Massachusetts Institute of Technology, Cambridge, MA.

Dr. Williams received the MA degree from Hampton University in 1967, and BA from North Carolina Central University in 1961. He attended Harvard University and Cornell University, 1975 and 1965 respectively.

Dr. Williams joined the administration at the Massachusetts Institute of Technology in 1972 as Assistant Dean of the Graduate School. He was promoted to Special Assistant to the President and Chancellor for Minority Affairs in 1974. In 1980-1982 he held the position of Acting Director of the Office of Minority Education, and in 1984-1997, he assumed additional responsibilities as Assistant Equal Opportunity Officer, along with a broader scope of the Special Assistant position, to serve the MIT community as an ombudsperson. He has been designated as a neutral and impartial complaint-handler who is charged to take into account the rights of every person who may be involved in any given case or concern, and also the welfare of the Institute. Since 1992, he has been teaching a race relations and diversity course in the Department of Urban Studies and Planning.

He has held administrative positions at the University of Connecticut--Counseling and Testing Center (1969-1972) and Teaching Assistant (1970-1972); and Hampton University--Assistant Dean of Students and a member of the faculty (1964-1968); and as a high school teacher in Williamsburg, VA, (1961-1964).

He has initiated and coordinated several National Conferences and has numerous publications, including Reflections of the Dream 1975-1994 - Twenty Years Celebrating the Life of Dr. Martin Luther King, Jr. at the Massachusetts Institute of Technology. His second book, Technology and the Dream: Reflections on the Black Experience at MIT, 1941-1999, was published in January 2001. It consists of transcripts of oral history interviews of former students, black faculty, administrators and staff, and also nonblack faculty and administrators who have had an impact on blacks at MIT. This book received national and international recognition (Associated Press/Featured articles) in numerous publications. He is currently working on his third book tentatively titled, Search for Identity: A History of the Black Experience at MIT, 1865-2000.

Dr. Williams has lectured widely on the issues and challenges of our society, specifically on diversity and racial and cultural differences, in colleges, high schools, and national and international organizations. He stresses an all inclusive environment as it relates to the nation's diversified population in the technological and scientific work force in the 2000s. He was a collaborator at the International Conference on Social Inclusion, Innovation and the New Economy, National Institute of Working Life - Stockholm, Sweden (May 2002).

He also maintains involvement with precollege students and parents through participation as a member of numerous Boards in Boston and Cambridge schools, and community organizations. The missions of these boards are to address student achievement and success in the work force in the 21st century. Williams is a member of several local and national organizations.

He is a native of Goldsboro, NC. He and his wife Mildred (Cogdell) Williams have two sons, two daughters-in-law and one granddaughter, Cameron.

- Bridge Leadership
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The model will be useful in developing new strategies to address problems such as: 1) tensions and conflicts on campus arising from differences in race, culture, and ethnicity; 2) high attrition rates among underrepresented minority students; 3) high departure and turnover rates among underrepresented minority faculty and administrators; 4) recruitment, retention, and motivation of underrepresented minorities for future leadership roles in higher education.

The "bridge leader" concept emerged as an important theme in Clarence G. Williams, Technology and the Dream (MIT Press, 2001), describing a small core of non-black faculty and administrators who have worked diligently to "bridge" divisions based on race. Technology and the Dream includes interviews with 26 bridge leaders, each of whom have had a major impact on the academic and career success of one or more black—as well as other underrepresented minority—students, faculty members, and administrators.

- <u>Bridge Leaders</u>

Exploring the bridge leadership concept

Interviews at selected universities with individuals who fall into three main categories:

• Bridge leaders: non-minorities who reach out to minorities

• <u>Targets</u>: minorities to whom bridge leaders reach out

• Advocate analysts: minorities/non-minorities, often affirmative action/equal employment opportunity officers, who facilitate bridge leadership and bring special insight to the concept

Bridge Leaders

Allen, Tom	Gray, Paul	Rush, Maureen
Bowen, William	Harpham, Geoffrey	Smith, Art
Brodie, Keith	Harris, Ellen	Tannenbaum, Steven
Bucciarelli, Louis	Johnson, Howard	Tilgham, Shirley
Campbell, James	Lancaster, President	Trilling, Leon
Chace, William	Laney, James	Vale, Lawerence
Chafe, William	Lomon, Earle	Vandiver, Kim
Cheyfitz, Eric	Mitchell, William	Vest, Charles
Churchill, Stuart	O'Brien, Bernard	Willis, Rachel
Dowling, John	Preucel, Robert	Wright, President

- **Targets**

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Anderson, J.T.	Dixon Rorie, Vera	Kim, Sonia
Armstrong, Nelson	Dowling, John	Lee, Kevin
Bass, Floyd	Essuon Aldridge, Delores	Motley, Keith
Brass, Rafael	Ethridge, Robert	O'Bryant, Richard
Brown, Donald	Glaude Jr., Eddie	Ramirez, Desiree
Caines, Regina	Hoyte, James	Sabur, Muhammad
Casellas, Gilbert	Hou, Philip	Sass, Larry
Clay, Philip	Holloway, Kayla	Singleton, MacDaniel
Counter, S. Allen	Hammond, Paula	Staton, Blanche
Darity, William	Jackson, Shirley	Wilson, Blenda
Denniston, Dorthy		

- Advocates

Exploring the bridge leadership concept

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- Definitions

Bridge leader characteristics

• Sensitive to the potential for racial, cultural, and ethnic discrimination, isolation, and alienation in the academic environment and larger community;

• Imbued with a strong sense of social justice and fairness;

• Convinced that one of our fundamental goals should be to work to achieve an integrated society in which everyone has an equal chance regardless of race, culture, and ethnicity, and that MIT and similar institutions have a special responsibility to promote progress towards diversity and harmony in this regard;

• Active in recruiting minority students and faculty into their disciplines and departments;

• Willing to learn from minority students and professionals;

• Alert to ways of combating open, subtle, and hidden forms of bigotry that limit the success of efforts to diversify the faculty and student body;

• Creative in devising strategies to embrace minorities as an integral part of the academic community.

- <u>Conferences</u>

The conference will provide an opportunity to compare the experience of "bridge leadership" at several institutions, and to brainstorm about how information and insights gained from the transcripts might be used in devising, systematizing, and implementing a model for the "bridge leader" concept.	**THE VARIEGATION IN ACADEME MOTIVATING RACIAL, CULTURAL, AND ETHNIC DIVERSITY IN HIGHER EDUCATION** *Plans for a conference on "bridge leadership (CGW)" (fall 2004), bringing together "bridge leaders" and others for comprehensive debate, analyses of key issues related to race and culture, and the concept of the bridge leadership concept (cgw) at colleges and universities* **THE VARIEGATION IN ACADEME: ISSUES FACING COLLEGES AND UNIVERSITIES IN MOTIVATING RACIAL, CULTURAL, AND ETHNIC DIVERSITY** • Special Panel of College Presidents on Issues of Motivating Racial, Cultural, and Ethnic Diversity on the faculty in Higher Education • Economic Pressures, Federal Control, and Their Imprint on Minority Programs in Higher Education • A Review of Underrepresented Upward Mobility In Higher Education • What Issues Effect underrepresented Minority Students, Administrators, and Faculty the Most from Being Effective in Higher Education • An Examination of the Bridge Leadership Concept (cgw) of Developing a Model of Non-minority Faculty and Administrators who work to "Bridge" Cultural, Racial, and Ethnic Divisions in Higher Education

- <u>Current Projects</u>

Technology and the Dream: Reflections on the Black Experience at MIT, 1941-1999 (MIT Press, 2001)

Search for Identity: A History of the Black Experience at MIT, 1865-2000 (forthcoming)

- <u>Related Resources</u>

- <u>Press</u>

"This book offers a wealth of insights on the experience of African American students at a leading university that no recitation of statics could duplicate--before the students entered, while they were enrolled, and after they graduated. The varied personal accounts remind us never to regard any ethnic group as monolithic, while acquainting us with the special burdens that almost all black students experience in a predominantly white university. For anyone concerned with student affairs or affirmative action, this is a valuable, informative volume."
--Derek Bok, The 300th Anniversary University Professor, John F. Kennedy School of Government, Harvard University

"Technology and the Dream is a must-read for anyone interested in effective recruitment and retention of underrepresented segments of our society at highly selective universities. University administrators, faculty, prospective students, parents, high school teachers, and college counselors can all benefit from this book. Descriptions from students of their individual experiences and real insights from key administrators separate this book from the simplistic, aggregated assertions about intelligence and motivation being published elsewhere."
-James I. Cash, Jr., James E. Robinson Professor of Business Administration and Senior Associate Dean, Publication Activities, Harvard Business School

- Contact Us

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