

To: Earlham Community
From: Diversity Progress Committee
Re: Annual Report of the Diversity Progress Committee
Date: August 2003

Process

In 2002, the Earlham Community (Student Government, Employee Council, Faculty Meeting and Board of Trustees), in response to a charge by the President, affirmed a Diversity Vision Statement, and a detailed set of goals to move us toward that vision. Working with those goals, the Diversity Aspiration Task Force formulated a set of objectives we thought would help us reach them.

One goal was to create a monitoring committee that would keep our various groups and committees and officers on the task, and would report periodically to the community on our progress (or lack of it).

The resulting committee of the faculty, the Diversity Progress Committee, has been working this year to set up appropriate monitoring and reporting instruments. What follows is the first report of that committee.

We intend to publish for the community, each summer, a report organized around the five goals, with an account of progress and changes to date, plans for the following year, and challenges that may hinder us in meeting our objectives. As you review this report, we hope you will help us by noting what is unclear, what needs more work, what you believe has been omitted, and, particularly, what advice you, seeing the report “from a distance”, have for those of us who are close to the effort and therefore most liable to develop myopia and or lose the big picture.

Note the benchmarks listed under goal #5. These are a list of items we believe should be counted because trend lines upward in them should indicate progress toward our goals. Remembering former President Pete Leland’s advice that “if you want more of something, keep counting it”, we know that some set of benchmark numbers will materially aid our efforts. But we also know that if we set artificial or arbitrary numerical goals or count the wrong things, we can needlessly frustrate or delude ourselves. Help us think about which variables are the most important for us to track, as we try to keep an eye on the goals, and the spirit rather than only the letter.

We have struggled to find a format and timetable that will best serve the community’s vision. We think, for now, that this is it. But we eagerly await your feedback in the service of what should, by its nature, be a “work in progress”.

Highlights

1. Curriculum: the creation and implementation of the Multicultural/Intercultural requirement, now subsumed under the array of offerings called Perspectives on Diversity.
2. Co-curriculum and support networks: a large array of initiatives, as listed
3. Multicultural students as % of the whole goes from 13% to 16%. Earlham also has the largest % of African-American students of any GLCA campus.
4. We have the largest % of African-American faculty in the GLCA (but watch next year when we will have lost two such tenure track faculty).
5. Numbers of multicultural faculty as a whole is increasing, as a result of aggressive affirmative action and some position rearrangement.
6. A 20,000 per year line for diversity initiatives has been added to the operating budget.

The Diversity Progress Committee: Bob Southard,
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Clark

Goal #1: Maintain and Expand a Diverse Curriculum

Progress and Changes to Date:

- Created and implemented Multicultural/Intercultural requirement
- Increased the # of Multicultural/Intercultural courses being offered
- Offered a wide-range of off-campus programs (both semester-long and May term programs)
- Revised general education requirements
- Replaced the Multicultural/Intercultural requirement with “Prospectives on Diversity” (POD)
- Added off-campus programs in Haiti and Martinique that have strengthened the contribution of off-campus study to the study of diversity
- Continued to fund proposals through the Professional Development Fund for work in areas that will bring diversity into the curriculum

Plans for Next Year:

- Achievements will be publicized in *The Earlham Word* and during New Student Week and Faculty Retreat
- August Faculty Retreat will focus on the new general education requirements
- Encourage faculty to attend relevant GLCA and other faculty development workshops
- Curricular Policy Committee will administer a one-time offering of repositioning funds to prepare for the new General Education plan for “Perspectives on Diversity” offerings

Goal #2: Enhance and Enrich Co-curricular Programs and Supportive Networks

Progress and Changes to Date:

(Student Development)

- Integrated a culturally diverse student staff in Campus Safety and Security
- Recruited more minority reading coaches from WASEDA program (all completed service projects)
- Integrated “Difficult Dialogue” program into Residential Life programming
- Developed active listening group for GLBTQ support group
- Implemented “Peer Mediation Center” trainings and discussions
- Continued annual monthly and weekly celebrations and programs (i.e. Black History Month, Pride Week, Hispanic Heritage Month, etc.)
- Implemented African American Advisory Board Internship Program
- Created, recruited and administered success component of August Academic Term
- Incorporated reading site tutor training course
- Worked with CESA program
- Continued diversity programs sponsored or co-sponsored by Student Activities
- Received NCAA Grant for Women & Ethnic Minority 2-year Internship
- Increased percentage of ethnic minority & international student athletes
- Maintained a diverse administrative faculty and staff
- Received a more diverse application pool for Resident Assistant positions (20%)
- Funded monies for 1st generation college students to attend Career Development events
- Requested GLBTQ training for security officers
- Developed GLBTQ support group for the Richmond/Wayne County youth
- Hosted Diversity Works Fair
- Hired a full-time faculty member in Athletics

(Student Government)

- Student Organizations Council (SOC) recognized groups that engage diversity student populations
- Student Activities Board (SAB) co-sponsored events that appealed to a diversity of individuals
- Cultural diversity of students on Cabinet has increased to 40%

Plans for Next Year:

(Student Development)

- Offer Arts and Spirituality Course
- Work more closely with student activity groups to address diversity programming
- Increase the number of ethnic minorities involved in service learning
- Merge Diversity Works and Peace and Justice Fair
- Implement Senior Disorientation
- Implement peer mentor program for minority students
- Increase service learning within athletic teams
- Fill theme houses to capacity

(Student Government)

- Increase advertisement of existing student organizations to new students, with emphasis on organization engaging in diversity
- Analyze and reconsider the distribution of the co-ops at Allocations with diversity as a central value kept in mind
- Deliberate recruitment of African American students through interpersonal relationships to ESG student representative positions

Challenges:*(Student Development)*

- EC community participation
- Time / Busyness
- Budget
- Assessment
- Outreach
- Financial needs of students

(Student Government)

- While participation of international students in ESG is disproportionately high, African American participation is very low
- Muslim Student Union and the Asian Student Union were fairly inactive in the past year
- Dialog across barriers of social difference (race, gender, class, religion, political ideology) needs strategic improvement

Goal #3: Attract, Enroll and Retain a Larger Percentage of Students of Divergent Backgrounds from the U.S. and Abroad

Progress and Changes to Date:

- Increased % of U.S. multicultural students from 13% to 16% of new students
- Developed new GLCA outreach to D.C. and Fairfax County, VA
- Increased travel and successful recruitment to Texas and the U.S. Southwest
- Employed a Hispanic admissions counselor
- Effected total team management philosophy of multicultural recruitment across the admissions staff
- Aggressive application fee waiver program for multicultural students
- Multicultural students given preference for the few financial aid packages that are uncapped for Earlham aid
- Continued financial commitment to international students
- Increased involvement with National Hispanic Institute and agencies serving Hispanic and African American students
- Indiana Black Expo sponsorship of booth for connections with alumni and referral sources
- Visited nine of 13 states with multicultural populations exceeding 25% of the population and visited 39 of the 54 markets in those states
- Assisted and equipped faculty members in multicultural recruitment
- Provided travel subsidies for multicultural students visiting campus
- Multicultural receptions and interview sessions off-campus
- Admissions Counselor accompanied Gospel Revelations on East Coast Tour and met with high school perspective students

Plans for Next Year:

- Prepare a recruitment poster highlighting successful multicultural alumni
- Conduct current student phonathons
- Multicultural Junior Preview
- New involvement with Chicago agencies
- Multicultural alumni referral project
- Explore possibility of Hispanic Advisory Board
- Increase of activity to enroll multicultural EAC graduates and Hughes Academy students

Challenges:

- Retaining key member of Admissions staff now on soft money
- Remaining financially feasible for students with high need
- Encumbering adequate resources for programming and activities
- Recruiting international students in the current climate

Goal #4: Recruit, Hire and Retain an Increased Number of Faculty and Staff Who Reflect a World that is itself Diverse and Multifaceted

Progress and Changes to Date:

(Teaching and Administrative Faculty)

- Converted Karim Sagna's position to tenure track
- Strategic Plan builds in diversity aspiration
- Salaries rise nearer to GLCA median (comp still just below, however)
- Began use of institutional profile format in Chronicle
- Faculty approved more flexible general education curriculum
- African-Americans in leadership: 1 VP, 2 deans, Nomin. Comm., FAC
- Position description discussions between departments and FAC
- Revised English department curriculum to maximize AA pool

(Staff)

- Reinstated the staff hiring request process
- Reviewed & revised of staff handbook
- Developed benefits flyers for hiring supervisors to distribute to candidates
- Improved off-campus distribution list for staff position postings to include contact points for Hispanic and African American populations
- Gathering wage data in local marketplace
- Determining process for data collection

Plans for Next Year:

(Teaching and Administrative Faculty)

- Revise Search Manual: emphasize Director of Multicultural Affairs role
- Publish revised search manual and train faculty in its use
- Budget for special diversity initiatives
- Monitor compliance with manual procedures, especially role of Director of Multicultural Affairs
- Work with Associate Academic Dean for Program Development and Institutional Advancement on fundraising and grants for minority hiring and MAT
- Develop archive of Affirmative Action pool strategies and records

(Staff)

- Set framework for large-scale review of staff classification and wage structure
- Review Affirmative Action Plan as it relates to staff position searches and hiring practices
- Business Office web page

Challenges

(Teaching and Administrative Faculty)

- Time for good Affirmative Action search actions during flurry of hiring period
- Attrition through resignations and retirements (2 African Americans & 2 Asians)

(Staff)

- Cost of advertising to larger public; cost of large ads is prohibitive
- AA/EEO; should we highlight specific underrepresented groups?
- Delayed results from EIHRA (Eastern Indiana Human Resources Association) survey on local wages/compensations

Goal #5: Implement Goals #1-4 and Assess our Progress and Initiatives Methodically and Continuously

Progress and Changes to Date:

- Diversity Progress Committee appointed and met on a regular basis
- Affirmative Action Officer added to the Diversity Progress Committee
- Self Study Committee is currently devising a (previously non-existent) unit planning process
- Revising Search Manual
- Benchmark tool developed to monitor progress of the campus wide diversity plan
 - Monitoring % of Multicultural/Intercultural courses offered per academic year ('02-'03)
40%
 - Monitoring % of minority faculty in comparison with other GLCA schools ('02-'03)
18.56%
Teaching and Administrative Faculty: Highest in GLCA
Full Professors: 3rd in GLCA
Associate Professors: 9th in GLCA
Assistant Professors: 2nd in GLCA
 - Monitoring salaries in comparison with other GLCA schools ('02-'03)
(being calculated)
 - Monitoring % of minority students in comparison with other GLCA schools ('02-'03)
19.9%
U.S. citizen minority students: 5th in GLCA
Asian or Pacific Islander: 6th in GLCA
African American: Highest in GLCA
Native American: 5th in GLCA
Hispanic/Laino: 4th in GLCA
Multicultural: 7th in GLCA
International: 5th in GLCA
 - Monitoring % of minority students ('02-'03)
African American: 8.0%
American Indian: 0.3%
Asian: 2.6%
Hispanic/Latino: 2.3%
International: 6.7%
Unknown: 2.8%
 - Monitoring % of minority teaching faculty ('02-'03)
African American: 9.9%
American Indian: 0%
Asian: 3.7%
Hispanic/Latino: 1.2%
International: 1.2%
Unknown: 0%
 - Monitoring % of minority administrative faculty ('02-'03)
African American: 9.2%
American Indian: 0%
Asian: 0%
Hipanic/Latino: 0.8%
International: 0%
Unknown: 0%

- Monitoring % of minority staff ('02-'03)
 - African American: 5.6%**
 - American Indian: 0%**
 - Asian: 0%**
 - Hispanic/Latino: 0%**
 - International: 0%**
 - Unknown: 0%**

- Monitoring % of minority athletes ('02-'03)
 - Men's Cross Country: 0%**
 - Women's Cross Country: 1%**
 - Field Hockey: 18%**
 - Football: 43%**
 - Men's Soccer: 23%**
 - Women's Soccer: 11%**
 - Volleyball: 25%**
 - Baseball: 10%**
 - Men's Basketball: 41%**
 - Women's Basketball: 6.5%**
 - Lacrosse: 13%**
 - Men's Tennis: .09%**
 - Women's Tennis: 13%**
 - Men's Track: 55%**
 - Women's Track: 18%**

- Monitoring # of minority students in each residence hall ('02-'03)
 - (being calculated)**

- Monitoring # of minority Student Government members ('02-'03)
 - 50%**

- Monitoring # of minority student organization convenors ('02-'03)
 - (being calculated)**

- Monitoring # of Professional Development (diversity) projects ('02-'03)
 - 6**

- Monitoring % of Professional Development (diversity) projects ('02-'03)
 - (being calculated)**

- % of PDF \$\$ funded for diversity research or projects ('02-'03)
 - 31%**

- # of Ford Knight (diversity) projects ('02-'03)
 - (being calculated)**

- % of Ford Knight (diversity) projects ('02-'03)
 - (being calculated)**

- % of Ford Knight \$\$ funded for diversity research or projects ('02-'03)
 - (being calculated)**

- # of Plowshares (diversity) grants awarded ('02-'03)
 - 2 Faculty mini-grants**
 - 4 Student mini-grants**
 - 5 Events**
 - 8 Strengthening campus programs**

- % of Plowshares \$\$ funded for diversity research or projects ('02-'03)
 - Faculty mini-grants: 13.9% awarded 13.13% used**
 - Student mini grants: 9.6% awarded 7.27% used**
 - Events: 53.50% awarded 35.71% used**
 - Strengthening campus programs: 27.11 % awarded 27.11 used**
- # of off-campus May term programs ('02-'03)
 - 9 (Jamaica, Haiti, Mexico, Curacao, Menorca, Belize, Wilderness, Bahama Iguana Research, Civil Rights)**
- # of semester-long off-campus programs ('02-'03)
 - 7 (France, Kenya, Mexico, SICE: Japan, England, Northern Ireland, Southwest Field Study)**
- # of minority tenure track appointments for '03-'04 academic year
 - 1**
- % of minority tenure track appointments for '03-'04 academic year
 - African American: 0%**
 - American Indian: 0%**
 - Asian: 0%**
 - Hispanic/Latino: 0%**
 - International: 25%**
 - Unknown: 0%**
- # of minority administrative faculty appointments for '03-'04 academic year
 - 11**
- % of minority administrative faculty appointments for '03-'04 academic year
 - African American: 73%**
 - American Indian: 0%**
 - Asian: 9 %**
 - Hispanic/Latino: 9%**
 - International: 9%**
 - Unknown: 0%**
- # of minority staff appointments for '03-'04 academic year
 - 1**
- % of minority staff appointments for '03-'04 academic year
 - African American: 6%**
 - American Indian: 0%**
 - Asian: 0%**
 - Hispanic/Latino: 0%**
 - International: 0%**
 - Unknown: 0%**
- # of special initiative appointments for '03-'04 academic year
 - 0**
- % of special initiative appointments
 - 0%**

Plans for Next Year:

- Review 5 year plan format to see how five-year reviews of academic departments and programs as opportunities to assess contributions and progress with regard to diversity progress and staffing
- Incorporate diversity goals into administrative faculty position descriptions (and thus into annual reviews), as appropriate to various positions
- Complete benchmark calculations for '02-'03 academic year