

To: Earlham Community
From: Diversity Progress Committee
Re: Annual Report of the Diversity Progress Committee
Date: August, 2004

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 Diversity Progress Committee now has that responsibility.

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 worked 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

It was a satisfying year because of progress on several fronts that had been particularly challenging to us.

1. We increased the pool of multicultural students for Fall 2004.
2. Of an unusually large class of new tenure-track faculty appointments (10), 4 are African-American, 1 is Indian (Asian), 1 is Japanese, and 5 are women.
3. We spent the budgeted \$20,000 for diversity initiatives, in ways that are detailed in the report.

4. We completed an initial rewrite of the search and appointment procedure manual and met with search convenors and secretaries to familiarize them with the procedures.
5. We increased the diversity of speakers and programs on campus.

The Diversity Progress Committee: Bob Southard,
Jeff Rickey, Margaret Hampton, Cherie Dolehanty, Deb McNish, Shenita Piper, Len
Clark

Goal #1: Maintain and Expand a Diverse Curriculum

Progress and Changes 2003-2004:

- The diversity requirement continues to attract and offer many appropriate courses:
 - Diversity Domestic* - Fall 12 courses; Spring 17 courses
 - Diversity International* - Fall 20 courses; Spring 23 courses
- Using a combination of PDF and NEH Funds, Earlham offered four one-day text colloquia during the summer on works such as SHAPE OF THE RIVER.
- The Charles Committee created a sub-committee to choose a diversity-related common text for all 1st year students.
- The PDF Committee has awarded ten grants for diversity-related summer work. This is 50% of all grants made.

Plans for Next Year 2004-2005:

- Assess Gen-Ed in terms of its presentation of courses in diversity.
- Further encourage professional development in diversity related areas.

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

Progress and Changes 2003-2004:

(Earlham Student Government)

- Student Organizations Council (SOC) allocated 40% of funds to groups, actively supporting diversity on campus (another 8% went to supporting religious diversity)
- Cultural diversity of SOC has increased to 70%
- Student Activities Board (SAB) continued to co-sponsor events that were chosen to appeal to a diverse group of students
- Students on Earlham Student Government (ESG) cabinet represent 7 different countries

Plans for Next Year 2004-2005:

(Earlham Student Government)

- Discontinue the current co-op allocation system to distribute money based on individual organization need rather than co-op.
- Increase advertisement for ESG elections in order to get a larger and more diverse applicant pool.

Challenges:

- International student participation continues to be disproportionately high, while African American and Hispanic/Latino participation continues to be disproportionately low
- The past ESG election saw a very small applicant pool with few contested positions

Goal #2: Enhance and Enrich Co-Curricular Programs and Supportive Networks Progress and Changes 2003-2004

(Student Development)

- America Reads Program more than doubled the number of African American reading coaches and staff
- Service Learning provided service opportunities for current CESA class
- Service Learning continued to maintain a diverse administrative staff (gender, age, ethnicity)
- Service Learning involved more minority students in service through relationship with Athletics
- Student Activities placed more focus on the film series that attract a diverse audience
 - “The Rocky Horror Picture Show” – LGBTQ population, “Rear Window” – for disability awareness month, “Fire Works” and “Lost in Translation” – for international population, “And the Band Played On” – Pride Month
- Student Activities co-sponsored an event with every under represented club/organizations registered on campus. 11 of 13 organizations have completed co sponsorships.
 - African Fest with PASE, Ramadan Dinner with MSU, Dinners and Dates with BMU, Sweetheart Dance with BLAC, International Fest with International Club, Latino Fest with SEL, Rocky Horror Picture Show and Chicago Kings with Spectrum, Jewish Film Festival with JSU
- Student Activities hosted activities that are inclusive of our under represented groups.
 - African Fest, Contra Dance, International Festival, A hip hop DJ, Mango Tribe, Japanese Spring Fest, Pride Month with the Chicago Kings, Latino Fest, Black History Month, Womyns History month, Disability Awareness Month
- Student Development (overall) continues to expand the diversity of it’s faculty.
- Campus Safety and Security Student Officers; Night Dispatching Officers and Dispatchers reflect the culturally diverse Earlham College population
- Academic Enrichment incorporated the '02-03 analysis of the AAT program into the new SWI design.
- Academic Enrichment opened a Quantitative lab for Statistics and began drop-in tutor sessions for economics
- Working one-on-one with students who are on academic probation began in Academic Enrichment
- Office of Multicultural Affairs began a systematic approach for program planning and development
- Director of Multicultural Affairs worked closely with the Provost, academic departments and administrative offices to increase the number of minority administrative and teaching faculty
- Office of Multicultural Affairs planned and implemented EC’s first Gay, Lesbian, Bi-sexual Faculty Panel Discussion
- Office of Multicultural Affairs worked closely with the Pan African Society at Earlham to host Earlham’s first African Festival

- Office of Multicultural Affairs worked more closely with Student Activities, student organizations and the Events Coordinator to host more diverse speakers and performers at Earlham
- Director of Multicultural Affairs co-planned and co-implemented the 2004 Senegal May Term
- Campus Ministries planned and implemented mediation training where more underrepresented students participated.
- Campus Ministries secured space at local Episcopal Church and continue work with GLBTQ students in the planning of support group for Richmond/Wayne County youth.
- Campus Ministries worked with underrepresented students and community ministers to provide services for underrepresented and career at risk individuals in Richmond.
- Campus Ministries survey underrepresented students to determine interest in spirituality for programming.
- Campus Ministries worked with Project on Faith and Vocation to bring more diverse speakers to campus.
- Campus ministers have collaborated to expand opportunities for interfaith dialogue on campus and interfaith liturgical opportunities.

Plans for Next Year 2004-2005

(Student Development)

- America Reads will recruit reading coaches from each student organization. This also provides a new venue for collaboration within Student Development
- Service Learning will continue the work with athletic teams
- EVE will reach out to Minority groups for recruitment
- Director and EVE staff will work with service sites to be more inclusive of diverse students in their hiring
- Academic Enrichment will direct and support SWI program
- Academic Enrichment will continue to support the accommodation needs of students with disabilities.

Challenges

- Counseling struggles to take the initiative to reach out to new groups of students when time and staffing are limited
- Outreach efforts to minority groups on campus have been minimal due to the heavy demand on the counselors' time for individual appointments and faculty consultation.
- Although language barriers sometimes create minor communication problems in the Campus Safety and Security Office, the positive influence for Earlham College students, staff, faculty, and guests far exceed any differences.
- Willingness of students to be involved in service projects through Service Learning

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

Progress and Changes 2003-2004:

- Increased application pool of multicultural students for Fall, 2004
- Effected increased selectivity of multicultural applicants
- Decreased % of US multicultural students from 16% to 13% for Fall, 2003
- Increased % of international students from 5% to 7% for Fall, 2003
- Continued and developed new GLCA outreach to D.C. through the D.C. College Access Program
- Developed and signed partnership with City of Gary Runnin’ Rebels program
- Increased travel and successful recruitment to Texas and the US Southwest
- Continued total team management philosophy of multicultural recruitment across the admissions staff
- Aggressive application fee waiver program for multicultural students
- Increased outreach to African American churches
- Increased involvement with Chicago agencies serving multicultural students
- Multicultural students given preference for the few financial aid packages that are uncapped for Earlham aid
- Continued financial commitment to international students
- Received and signed agreement with Davis Foundation to receive grant funding to assist the financial aid awards to international students from the United World Colleges
- Teaching faculty members accompanying admissions counselors for international recruitment in Japan and at the United World College in New Mexico
- 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
- Developed new business reply card with ethnicity designations
- Retained Hispanic admissions counselor formerly on soft money
- Employed an Asian American admissions counselor
- Developed a recruitment poster highlighting successful multicultural alumni
- Conducted current multicultural student phonathon
- Increased activity to enroll multicultural EAC and Hughes Academy students
- Increased professional development opportunities for multicultural recruiter

Plans for Next Year 2004-2005:

- Consider admissions counselor accompanying proposed Gospel Revs. Tour
- Multicultural Junior Preview
- Multicultural alumni referral project
- Explore possibility of an Hispanic Advisory Board
- Japanese studies and arts contact project for recruiting multicultural students
- Work more closely with campus groups related to theme weeks of appeal to multicultural students

- GLCA multicultural counselors conducting diversity training
- Off-print of Earlhamite articles about Daniel Hernandez and Alan Price for distribution to multicultural students
- Increase involvement with community organizations (Center for Leadership Development in Indianapolis, etc.)
- Restructure travel subsidy program

Challenges:

- Remaining financially feasible for students with high need
- Encumbering adequate resources for programming activities and events

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 2003- 2004:

(Staff)

- Staff vacancies posted to EC webpage for better exposure to the public
- Business Office webpage includes benefits information in electronic format so potential job seekers can access information
- Initial review of staff recruiting and hiring processes with Affirmative Action officer
- Completed wage and benefits survey for EIHR (Eastern Indiana Human Resources Assn)

Plans for Next Year 2004-2005:

(Staff)

- Create a search manual for hiring supervisors
- Update and improve off-campus distribution list for staff vacancies
- Use HR consultant for review of staff classification system and wage structure
- Improve Banner reporting skills, to access AA data and compare/verify with payroll system data
- Improve Business Office webpage content and design

Challenges:

(Staff)

- Housekeeping attrition (3 staff african americans; 2 faculty african americans)
- Training in Dreamweaver
- Lack of supervisor training program; no model/structure for supervisor development

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

Tenure Track & Visiting Faculty Appointments:

- Ten tenure track appointments
 - 4 African-American
 - 1 Indian
 - 5 Women
 - 1 Japanese
- Visiting appointments
 - Chemistry: woman
 - History, European: Woman with French citizenship
 - History, American: Woman
 - Spanish, Male from Ghana

Progress and Changes to Date 2003-2004: (Faculty)

- Initiatives from previous year remain in place
 - Revise search manual
Completed, but needs final editing for Web
 - Train faculty in search manual use
Completed, but of course needs repetition with each new year's search committees
 - Budget for diversity initiatives
Accomplished @ \$20,000/year
Spent on events, such as Angela Davis. Full list will appear in report
 - Will teach Arabic for first time
 - Monitor compliance with search procedures
TBA, between Shenita and Len
 - Plan for gifts/grants for MAT minority scholarships
One gift received and used. Further planning underway
 - Affirmative Action strategy archive
TBA between Shenita and Len

Plans for Next Year 2004-2005: (Faculty)

- Finish second edit of search manual
- Affirmative Action strategy archive
- Use of Diversity funds for other than events
- Refine faculty education efforts on search process

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

Progress and Changes 2003-2004:

– Search Manual revised and training provided for search conveners in academic departments

– Benchmark tool revised to monitor progress and compare statistical data from previous years

See Earlham webpage: <http://www.earlham.edu/~diversity/> for the following statistical comparative charts:

– *Teaching Faculty*

– *Number of Minority Teaching Appointments*

– *Percentage of Minority Teaching Appointments*

– *Percentage of GLCA Teaching Faculty*

– *Percentage of Administrative Faculty Ethnicity – Whites Excluded*

– *Number of Minority Administrative Appointments*

– *Percentage of Minority Administrative Appointments*

– *Percentage of Staff Ethnicity – Whites Excluded*

– *Number of Minority Staff Appointments*

– *Percentage of Minority Staff Appointments*

– *Ethnicity of Students – Whites Excluded*

– *Percentage of Ethnic Distribution of All GLCA Students*

– *Minority Athletes*

– *Percentage of Minority Student Government Members*

– *Percentage of Multicultural/Intercultural Courses Offered*

– *Percentage of Diversity Ford Knight Projects*

– *Percentage of Plowshares Funded Diversity Research or Projects*

– *Plowshares Diversity Grants Awarded*

– *Percentage of Diversity Professional Development Fund Projects*

– *Percentage of Minority Students per Residence Hall*

– *Percentage of Minority Students per Residence House*

– *Number of Semester Long Off-Campus Programs*

– *Minority Students as Percentage of all Students Participating in Semester Long Off-Campus Programs*

– *Number of May Term Off-Campus Programs*

– *Minority Students as Percentage of all Students Participating in May Term Off-Campus Programs*

– *Retention Rates for All Students*

– *Retention Rates for Minority Students*

– Diversity Progress Committee monitoring the successes and challenges

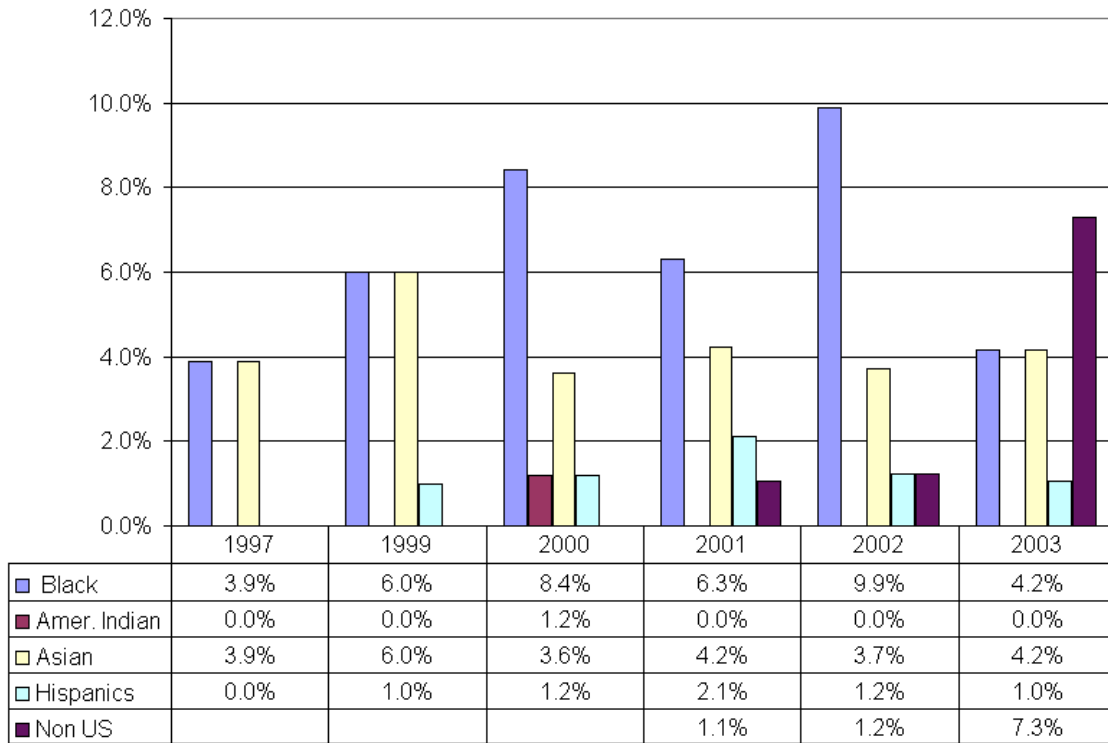
Plans for Next Year 2004-2005:

– Review 5 year plan 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

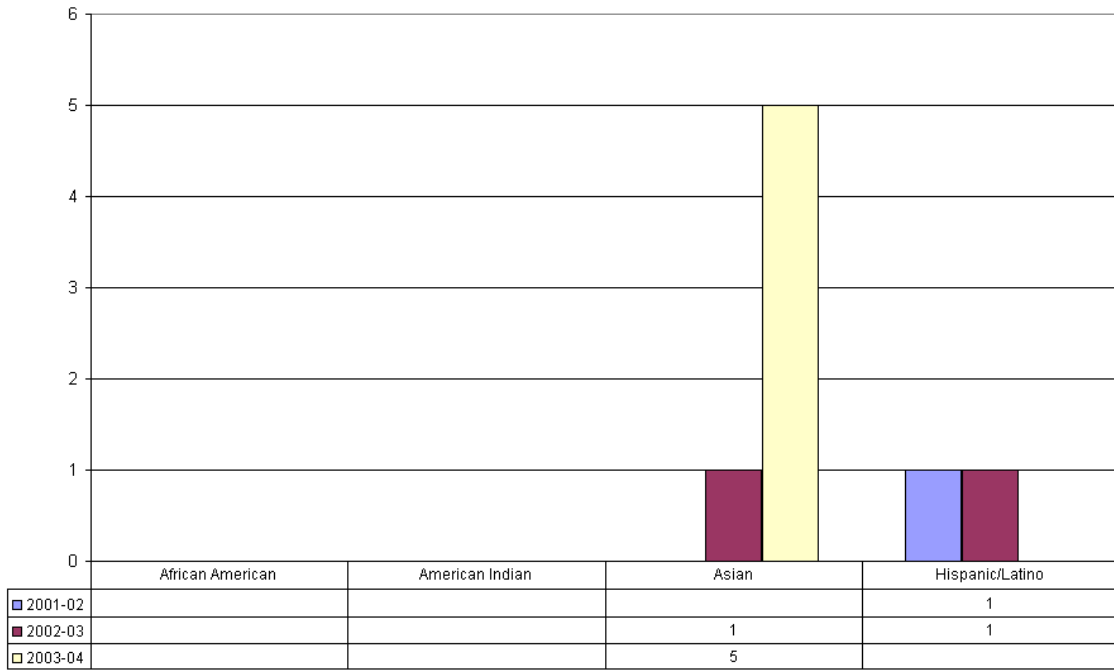
– Incorporate diversity goals into administrative faculty position descriptions (and thus into annual reviews), as appropriate to various positions

– Collect diversity statistics for the 2004-2005 academic year that will help assess the progress of the diversity plan

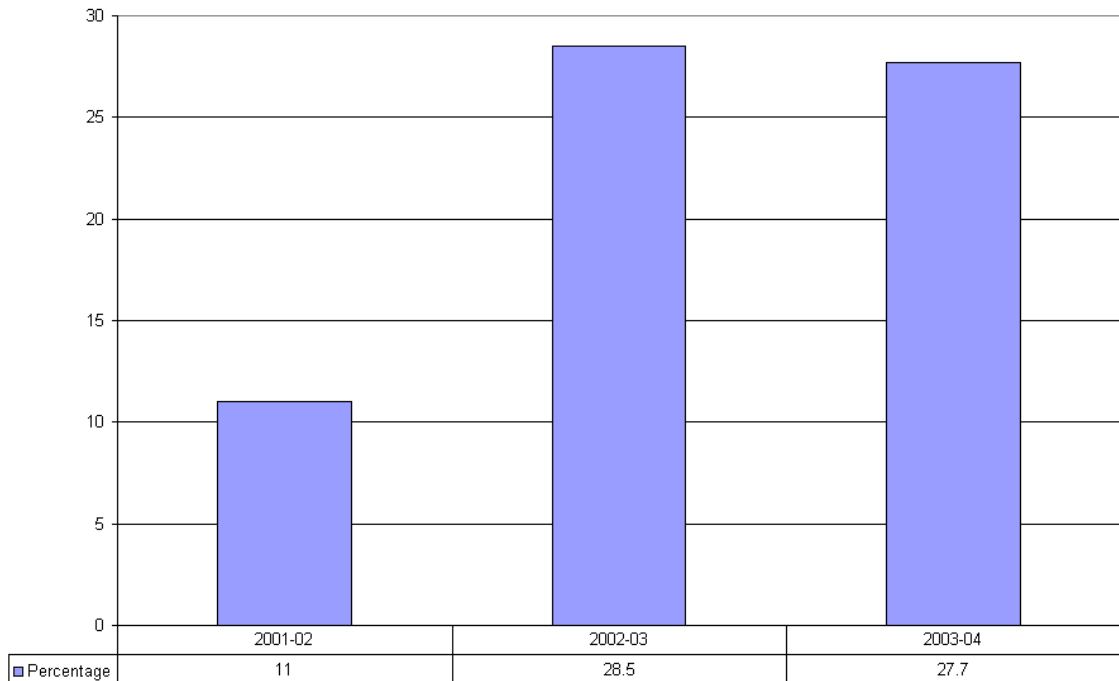
Teaching Faculty



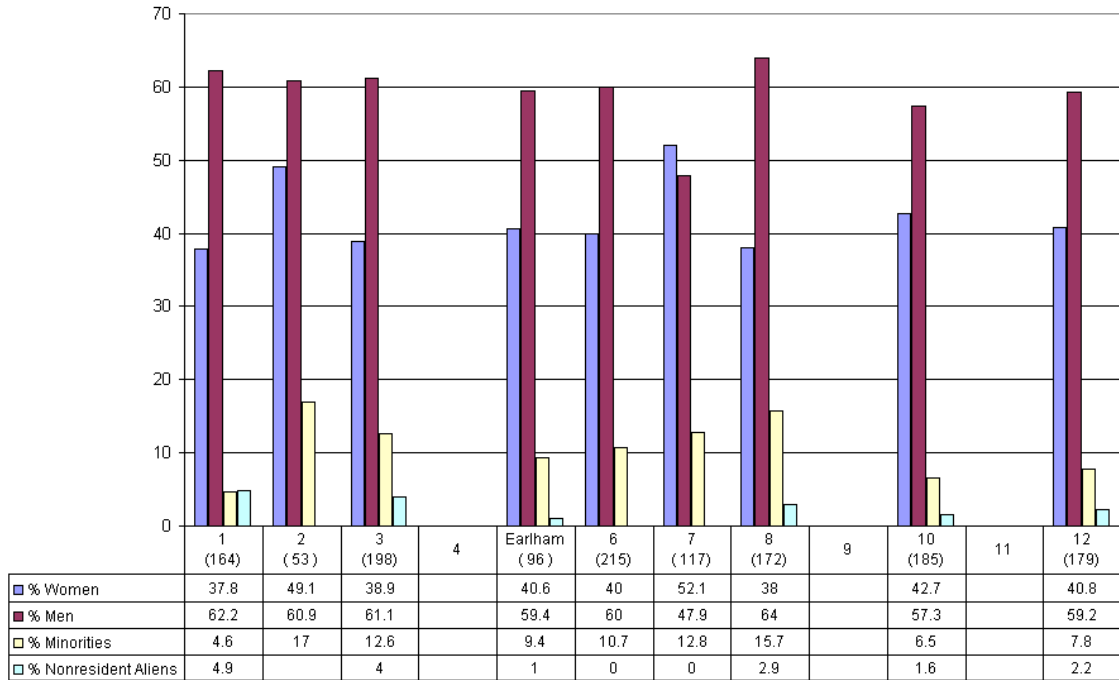
Number of Minority Teaching Appointments



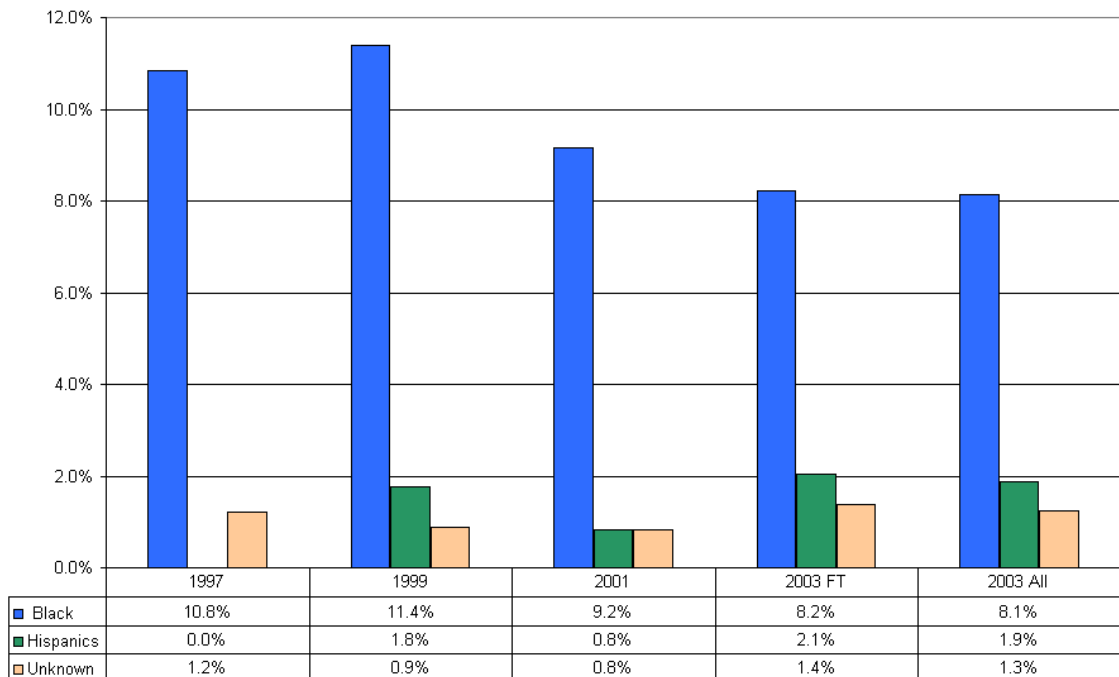
Percentage of Minority Teaching Appointments



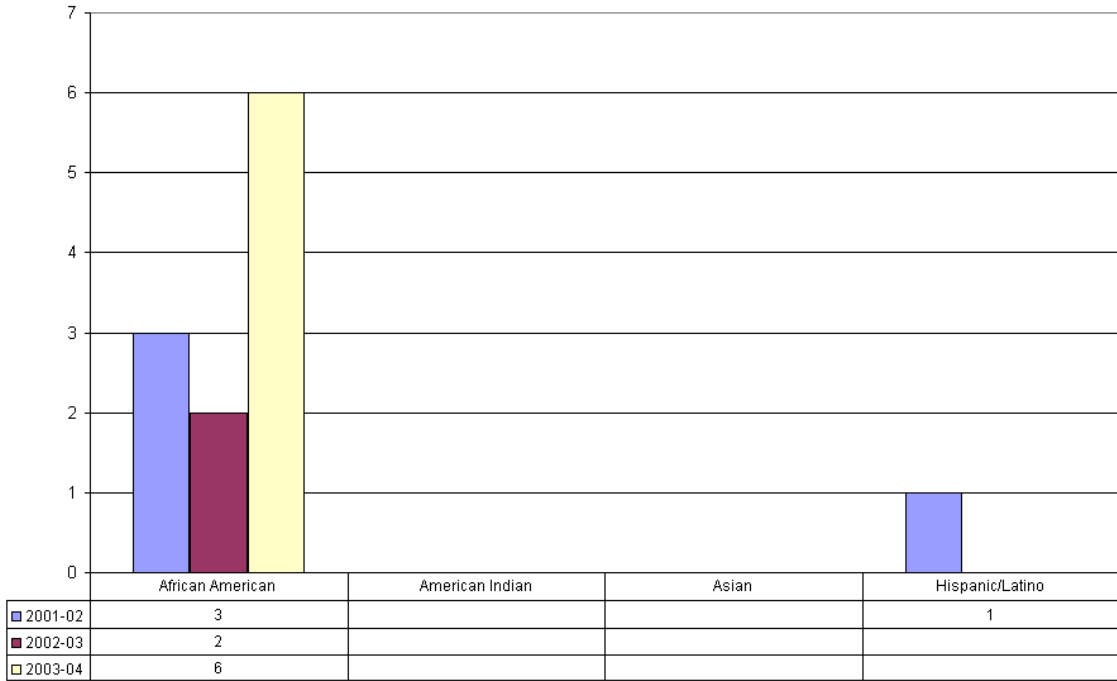
Percentage of GLCA Teaching Faculty



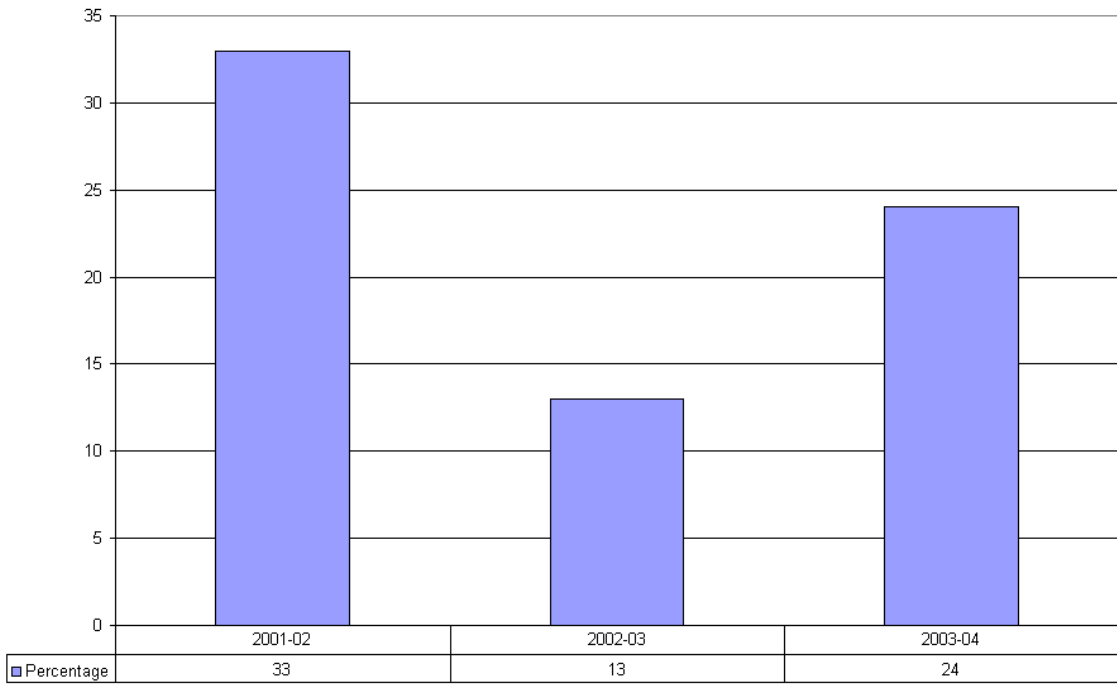
Administrative Faculty Ethnicity - Whites Excluded



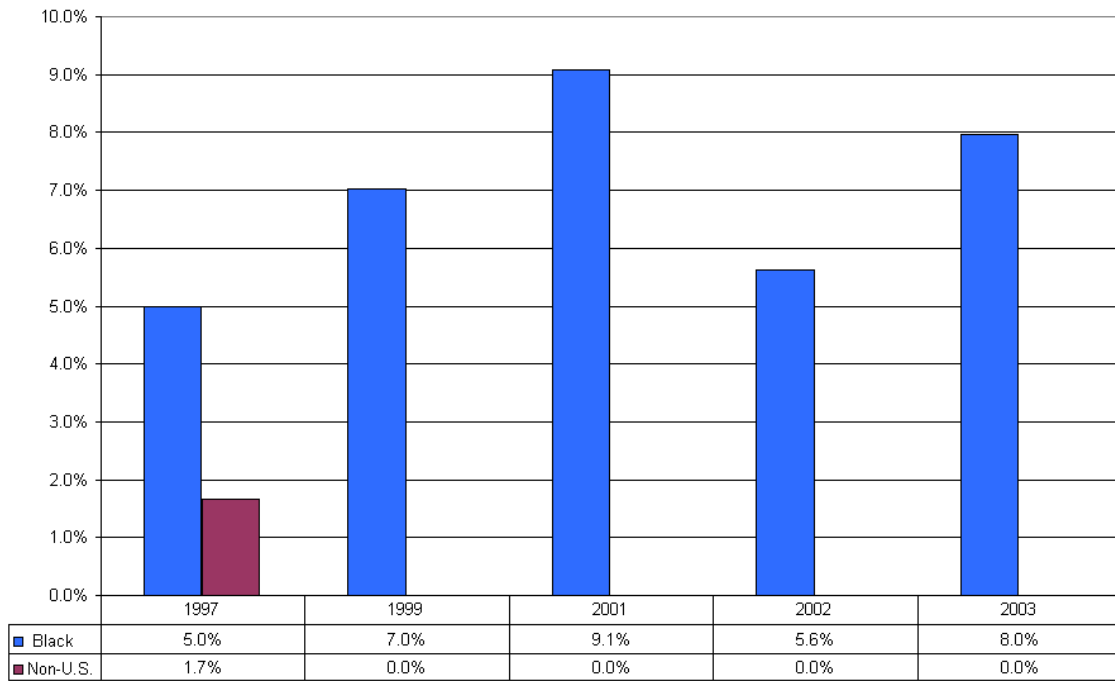
Number of Minority Administrative Appointments



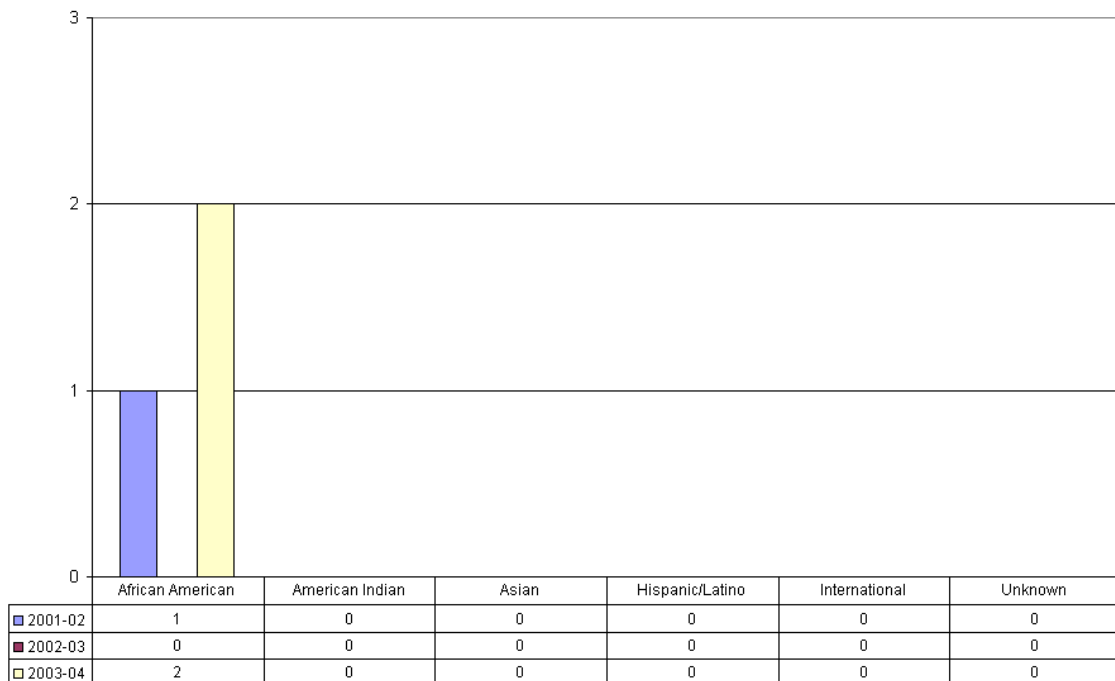
Percentage of Minority Administrative Appointments



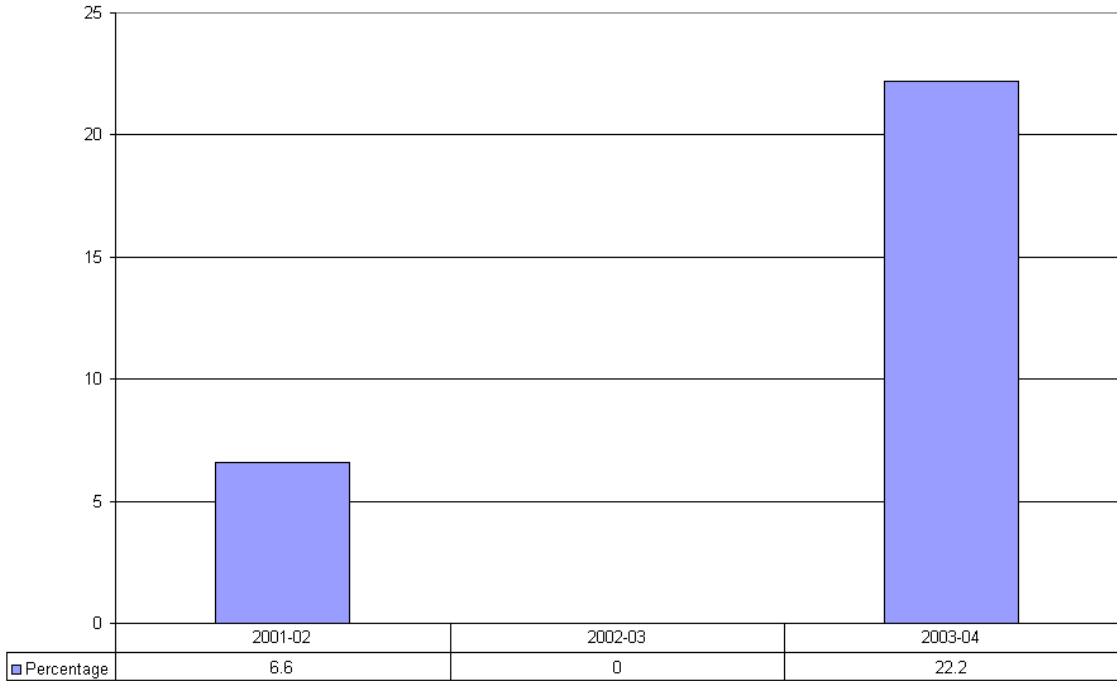
Staff Ethnicity - Whites Excluded



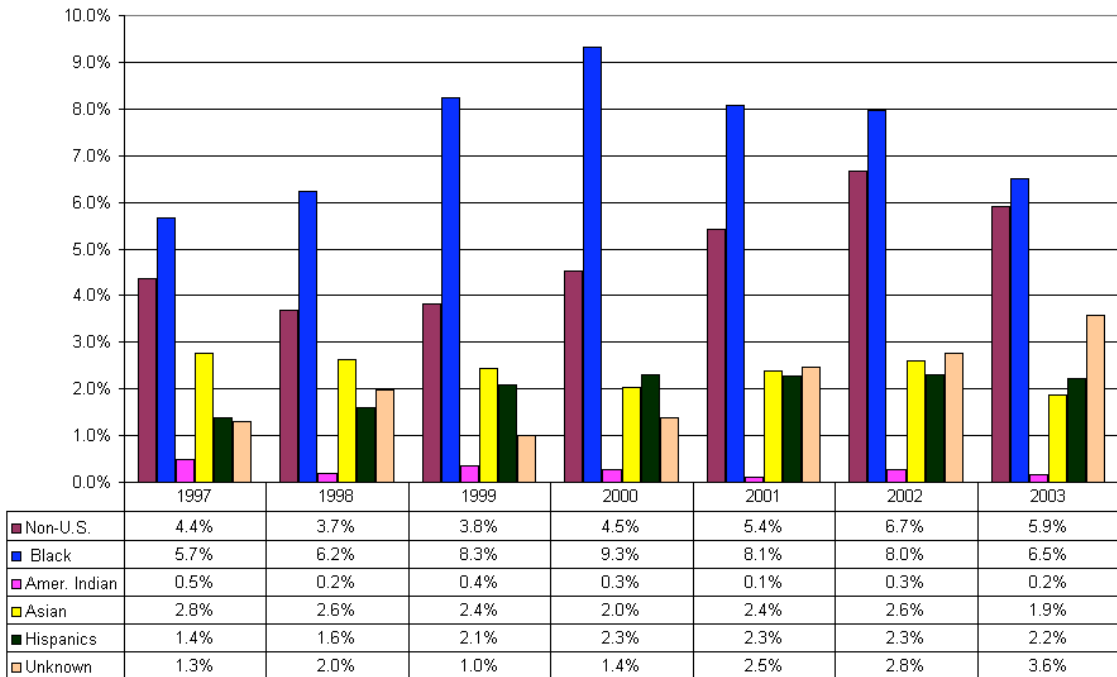
Number of Minority Staff Appointments



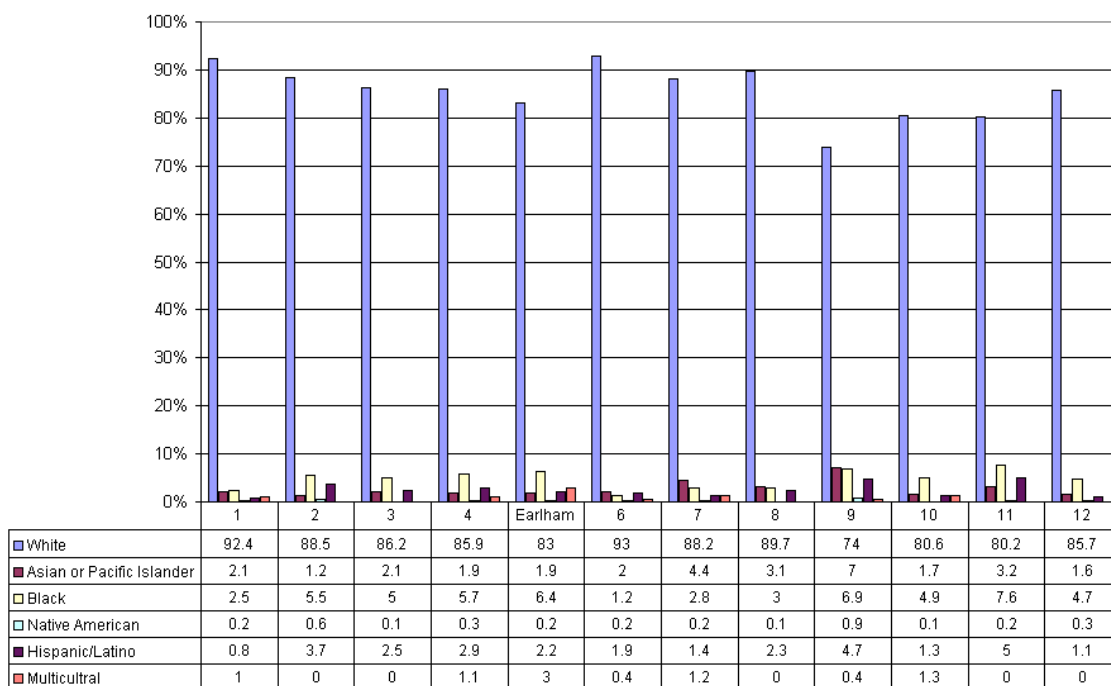
Percentage of Minority Staff Appointments



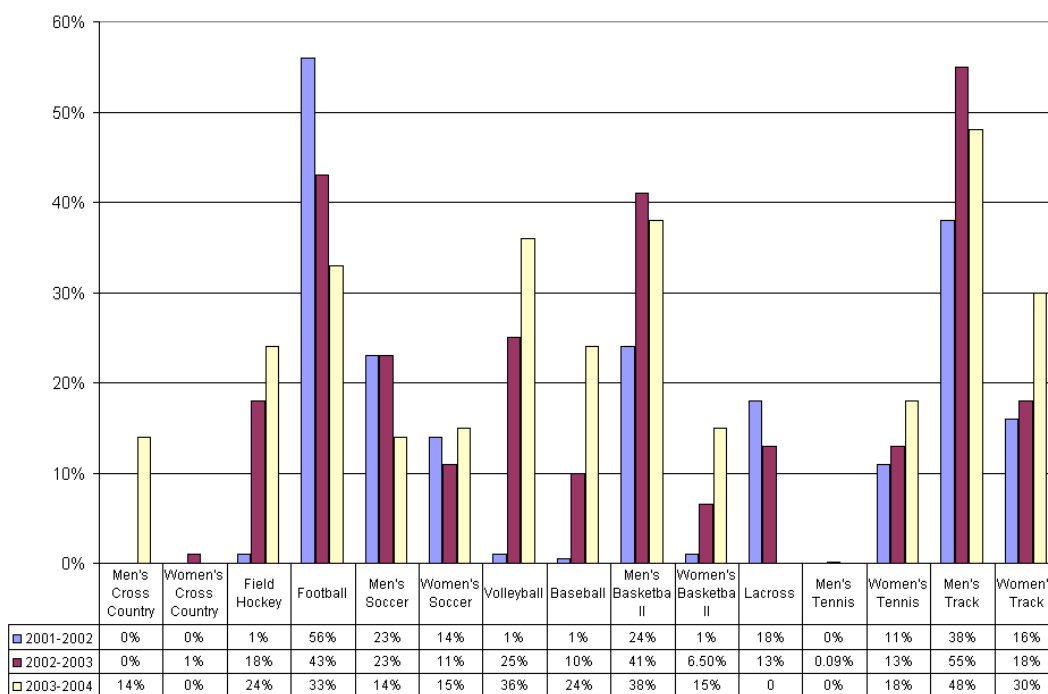
Ethnicity of Students - Whites Excluded



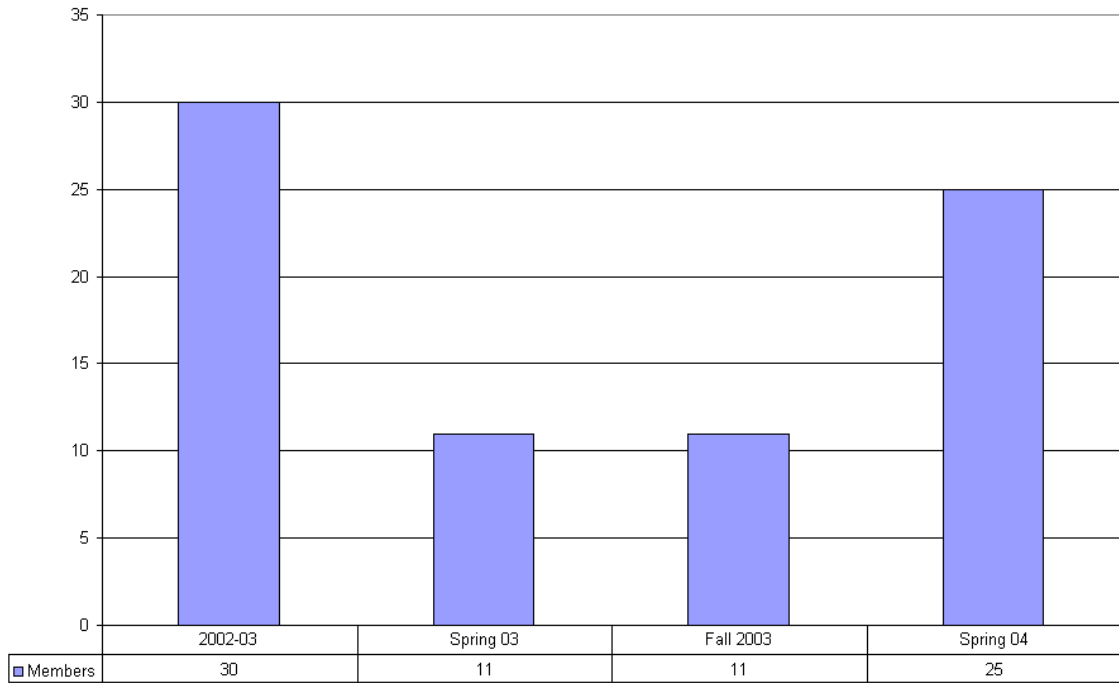
Percentage of Ethnic Distribution of All GLCA Students 2003-04



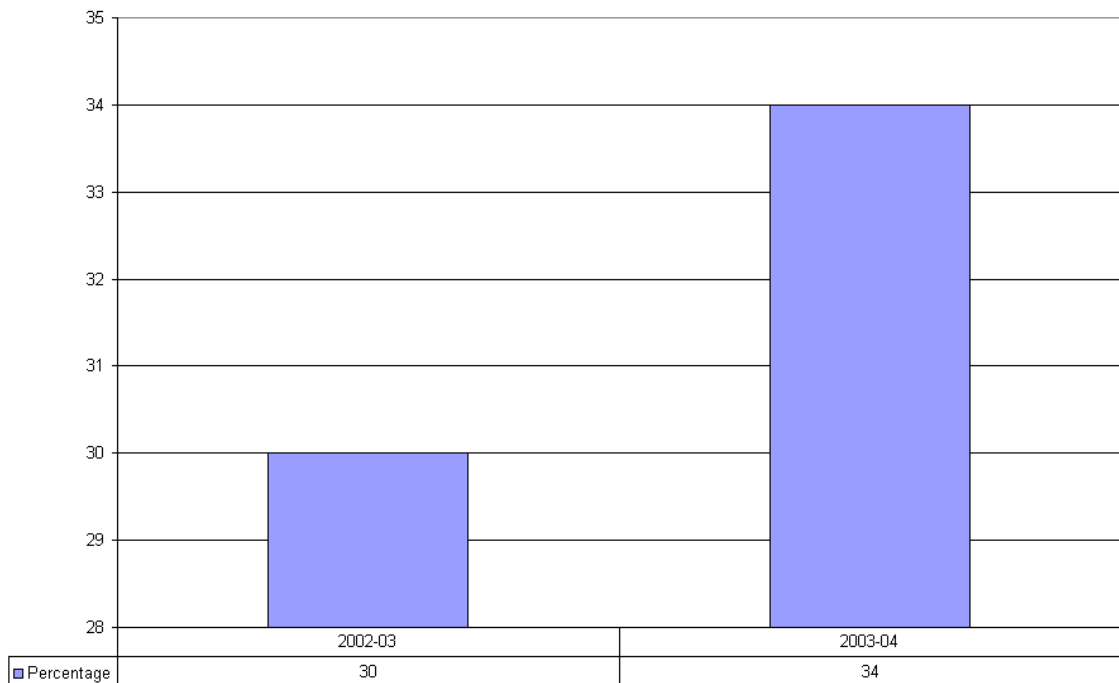
Minority Athletes



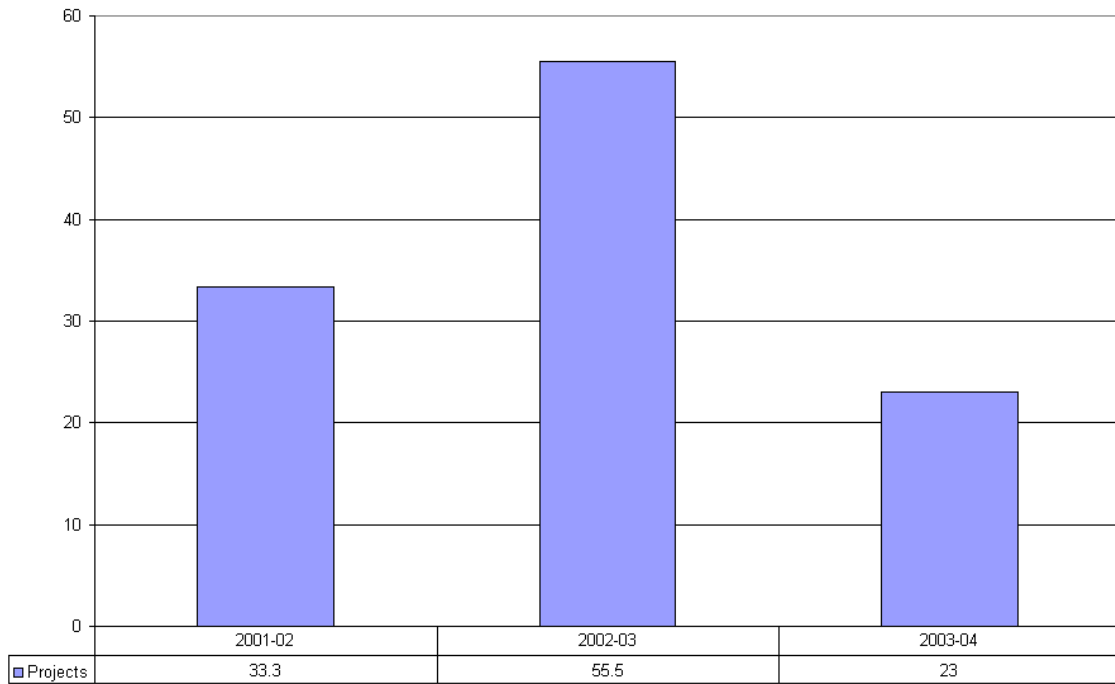
Percentage of Minority Student Government Members



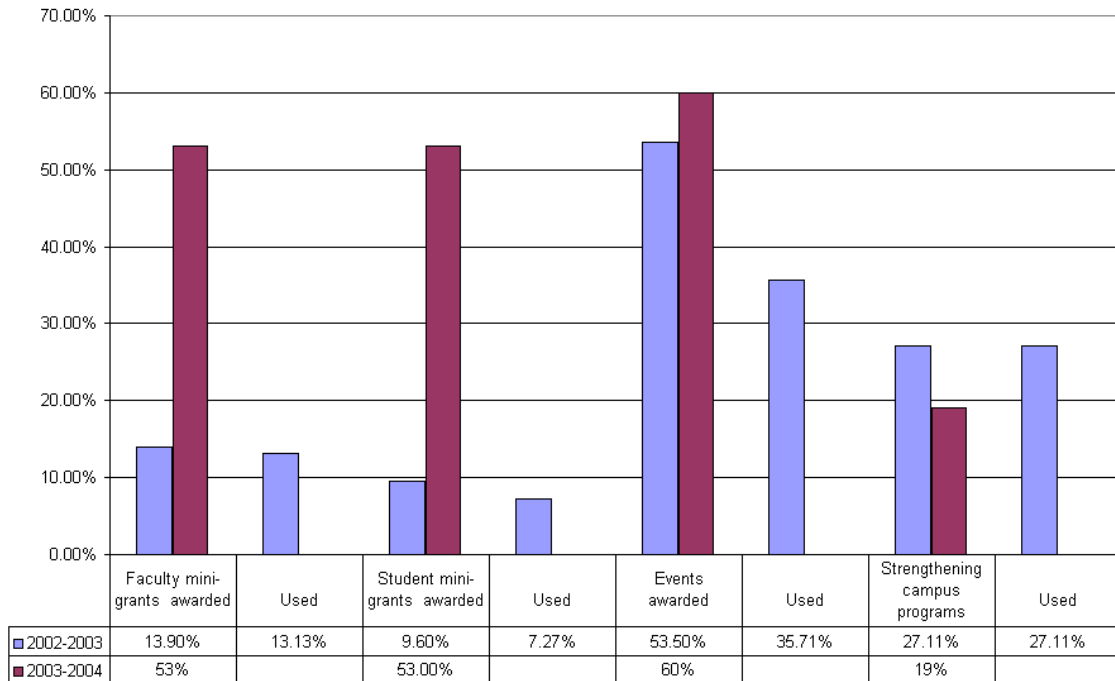
Percentage of Multicultural/Intercultural Courses Offered



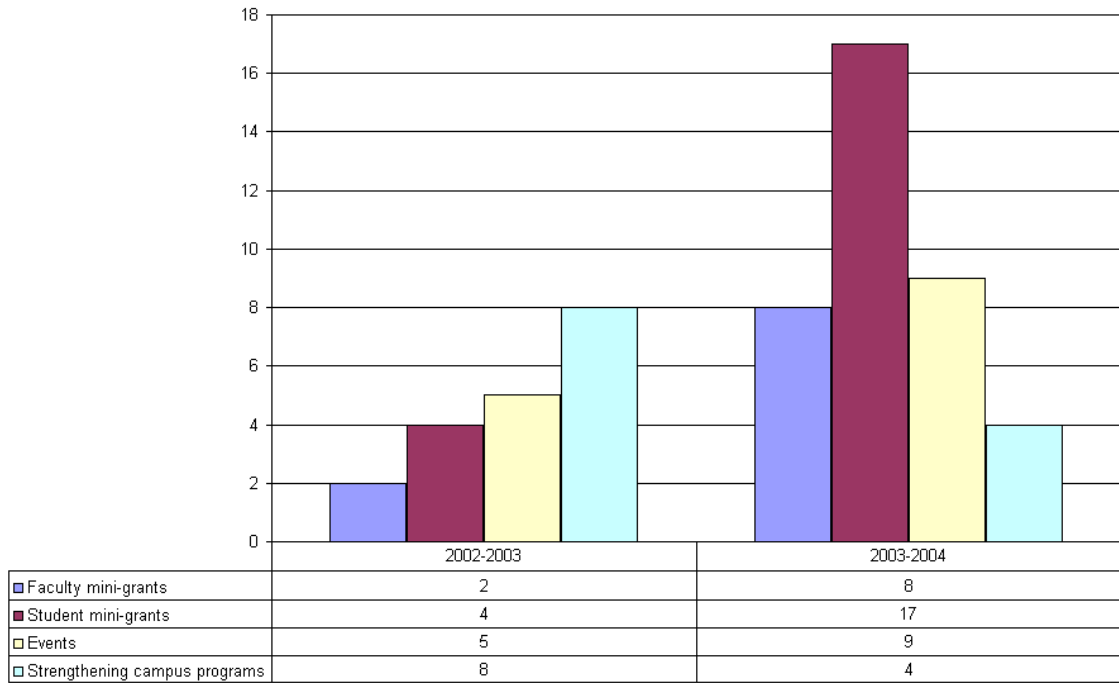
Percentage of Diversity Ford Knight Projects



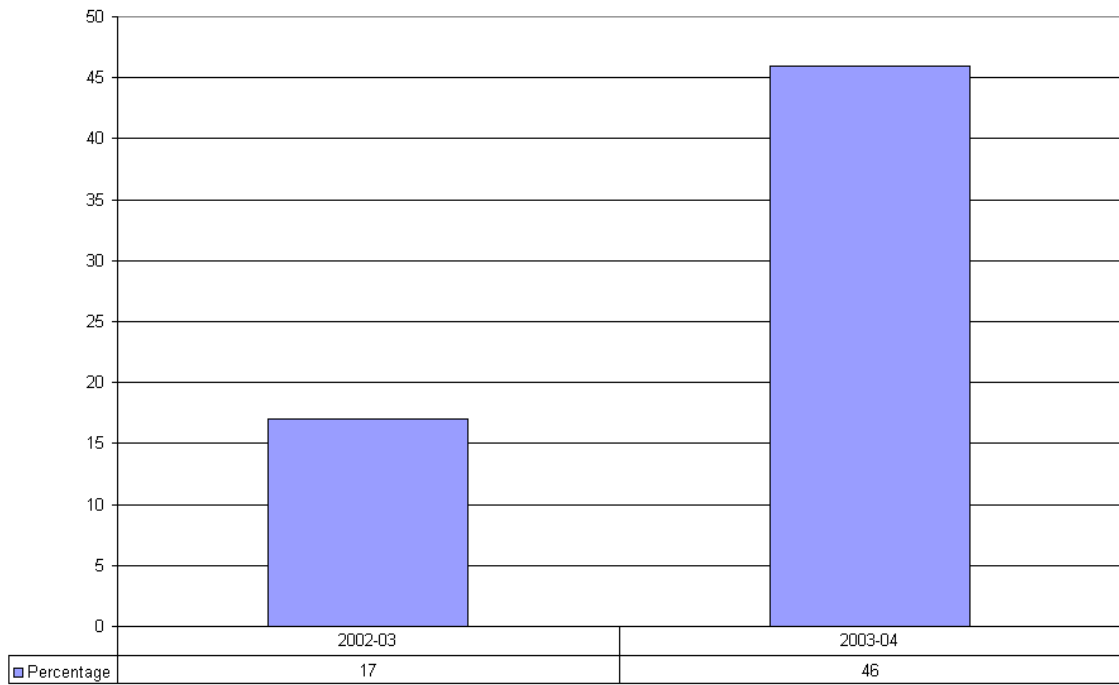
Percentage of Plowshares Funded Diversity Research or Projects



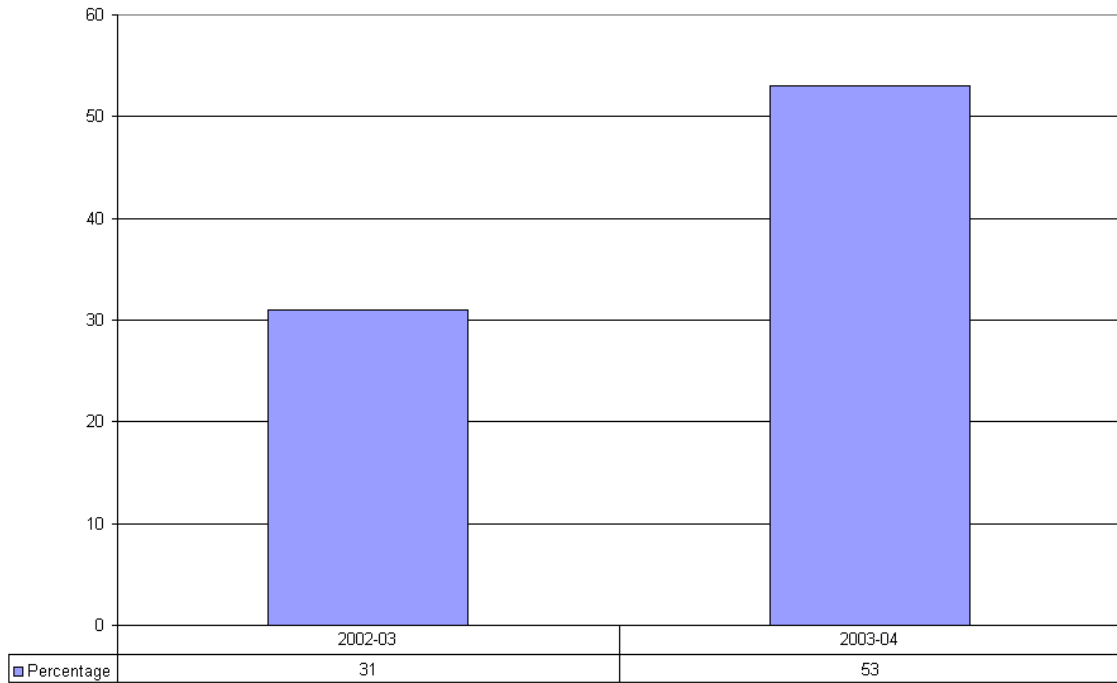
Plowshares Diversity Grants Awarded



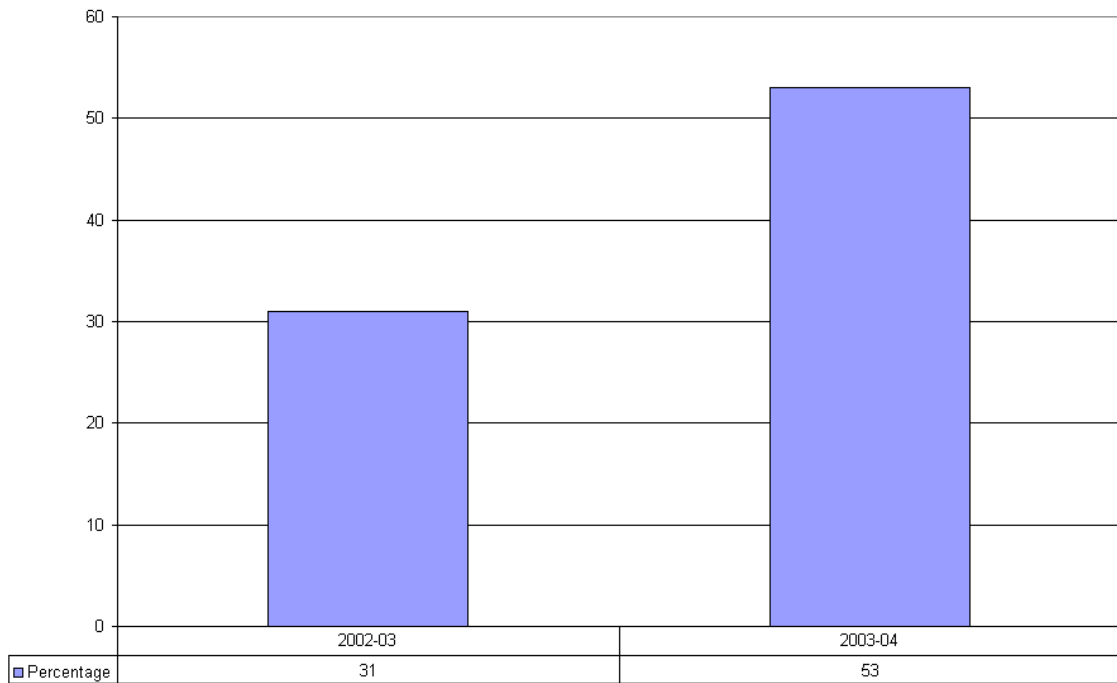
Percentage of Professional Development Diversity Projects



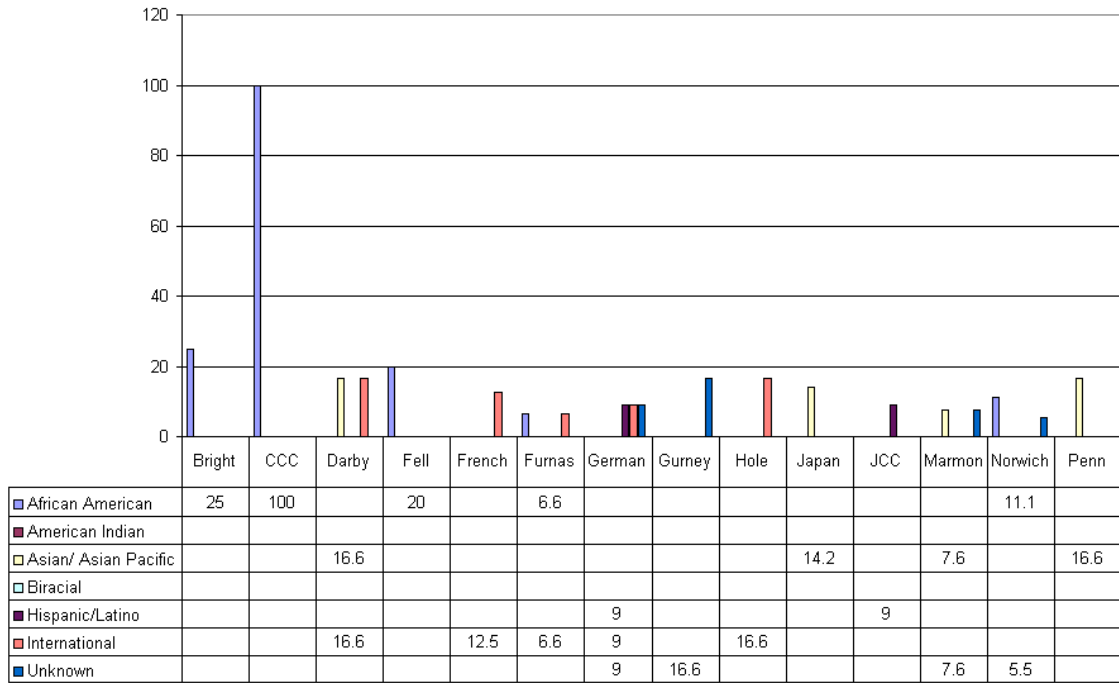
Percentage of Professional Development Funded Used for Diversity Research and Projects



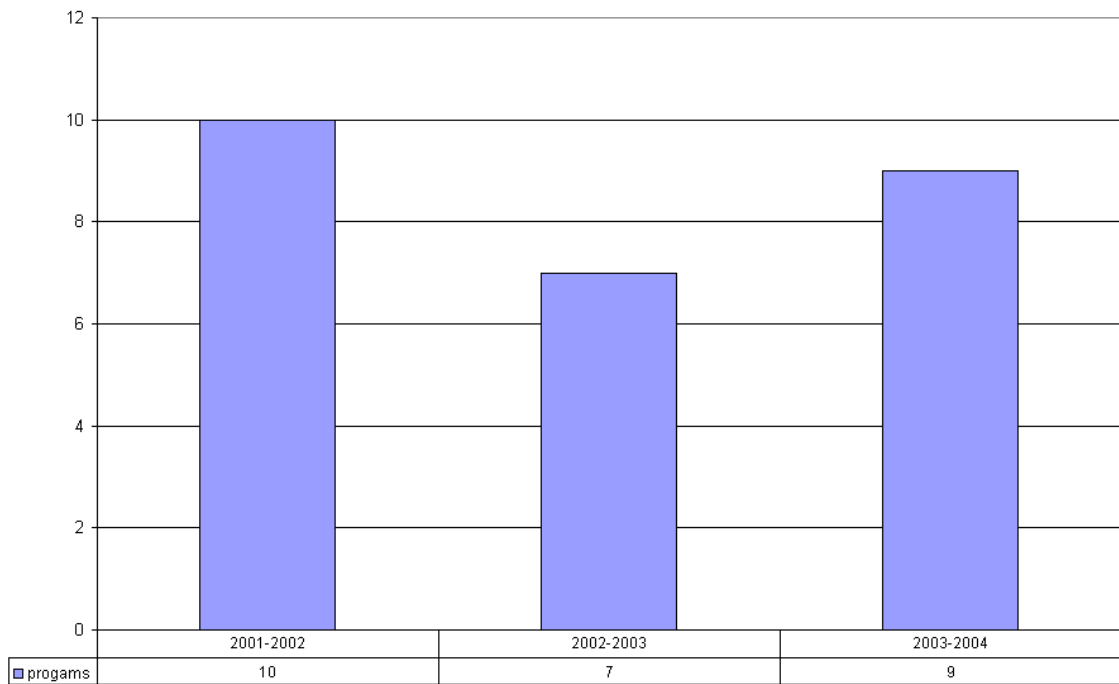
Percentage of Professional Development Funded Used for Diversity Research and Projects



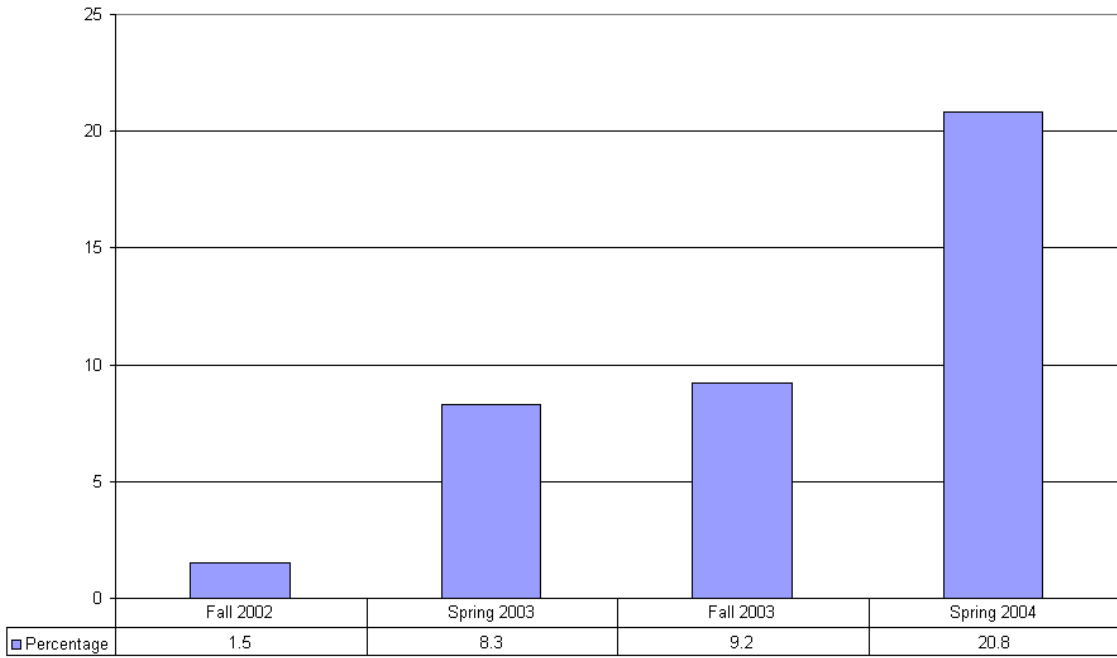
Percentage of Minority Students per Residence House 2003-04



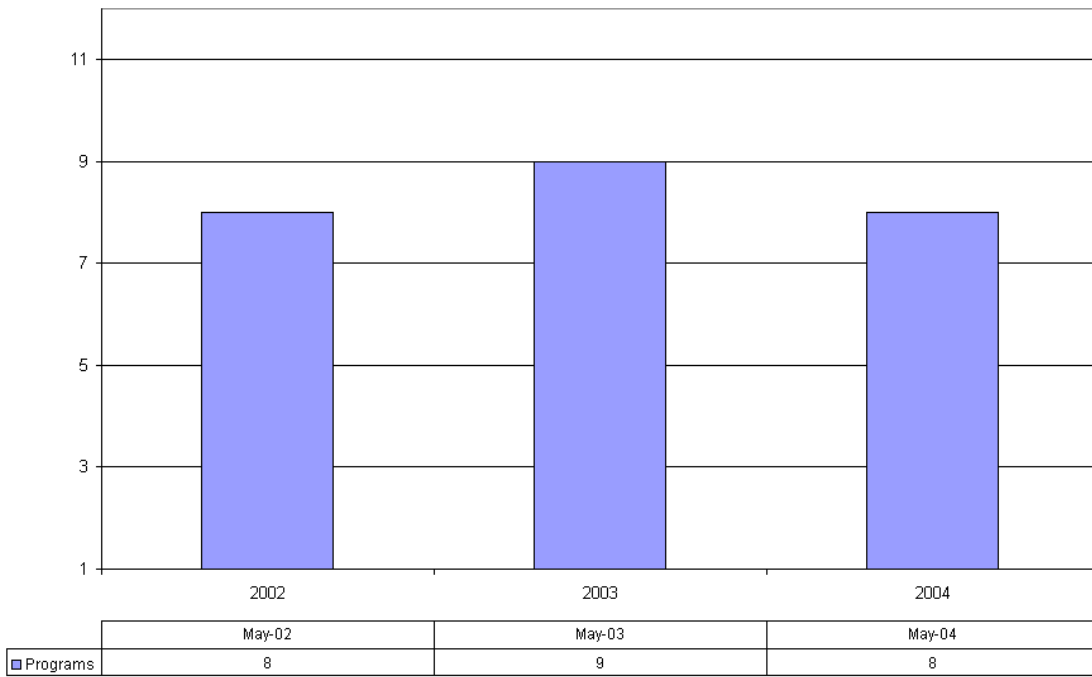
Number of Semester Long Off Campus Programs



Minority Students as Percentage of All Students Participating in Semester Long Off Campus Programs



Number of May Term Off Campus Programs



Minority Students as Percentage of All Students Participating in May Term Off Campus Programs

