

Presentation on Race at Earlham College – Board of Trustees

February, 2006

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How Diversity Matters to Mission

We aspire to become a more diverse community. We aspire to become a crossroads community that extends an invitation and a welcome to the whole of the human family. Why? For this simple reason:

We believe we will educate each individual better if our community genuinely embraces the whole of the human family.

Diversity is not a goal in addition to educational excellence. It is a goal at the very center of educational excellence.

We learn from each other what it means to be human, and what the possibilities are.

We will learn much less if we only learn from others who closely resemble us.

Recognizing the challenge of diversity--not just at Earlham but around the world--has been the work of the century just coming to an end. Dealing successfully with that challenge must be a global accomplishment of the next few decades. Because we believe there is that of God in each and every human being, I believe Earlham can be at the forefront of this accomplishment.

Inauguration Address (1998)

Welcome Statement (1998)

Earlham welcomes all who come to seek for truth in a diverse community that accords respect to each individual. Each is asked to contribute to the understanding of all.

Voices of African American Students

Most African American students and alumni would choose Earlham again for college.

Most African American students and alumni believe they have a strong and valuable academic experience at Earlham.

Our African American alumni go on to lead lives of value and accomplishment.

But they voice persistent concerns.

From 1985:

“On the surface it seems fine, but as time goes on one sees a lot of ignorance by white about blacks.”

“The problem is some cultures are not reflected in the structure and hence some people have to adjust to other, alien cultures. At this point, diversity is simply talk.”

“The racism here is very subtle, and that can be a very tricky thing to deal with. In addition, a lot of people here have decided they are not racists, which is expedient because they now no longer have to confront their racist behavior, and in fact this makes it very difficult for one to communicate to them that this action or this thought is racist.”

-- some comments by African American students in
“Minority Perspectives at Earlham College” (1985)

From 2005:

“I think the atmosphere has always been a little more hostile for black men.”

“African American males at Earlham face the same challenges as African American students everywhere. People expect you to do certain things and it’s like you have to walk on eggs here not to play into their stereotypes....You have the whole weight of the race on your shoulders. I don’t think that is fair. Nobody else has that, especially being a black male and an athlete too.”

“[African American males] definitely face challenges. People on campus have stereotypes about African American males....that they are only at Earlham to play athletics.”

-- some comments by African American students in
“The African American Male Experience at Earlham College” (2005)

Resident Population of the United States by Race, Hispanic Origin and State

	Total	White alone	African American	American Indian	Asian	Hispanic or Latino origin
Indiana	6,238	5,530	548	18	73	269
United States	293,655	232,058	37,502	2,825	12,326	41,322
Indiana		88.7%	8.8%	0.3%	1.2%	4.3%
United States		79.0%	12.8%	1.0%	4.2%	14.1%

source: *Statistical Abstract of the United States*, 2006

Composition of Earlham First Year Class by Race, Fall 2005

	<u>number</u>	<u>percent</u>
Nonresident aliens	32	9.9%
Black, non-Hispanic	27	8.3%
American Indian or Alaska Native	0	0.0%
Asian or Pacific Islander	9	2.8%
Hispanic	10	3.1%
White, non-Hispanic	221	68.2%
Race/ethnicity unknown	25	7.7%
TOTAL	324	100.0%

Composition of All Earlham Students by Race, Fall 2005

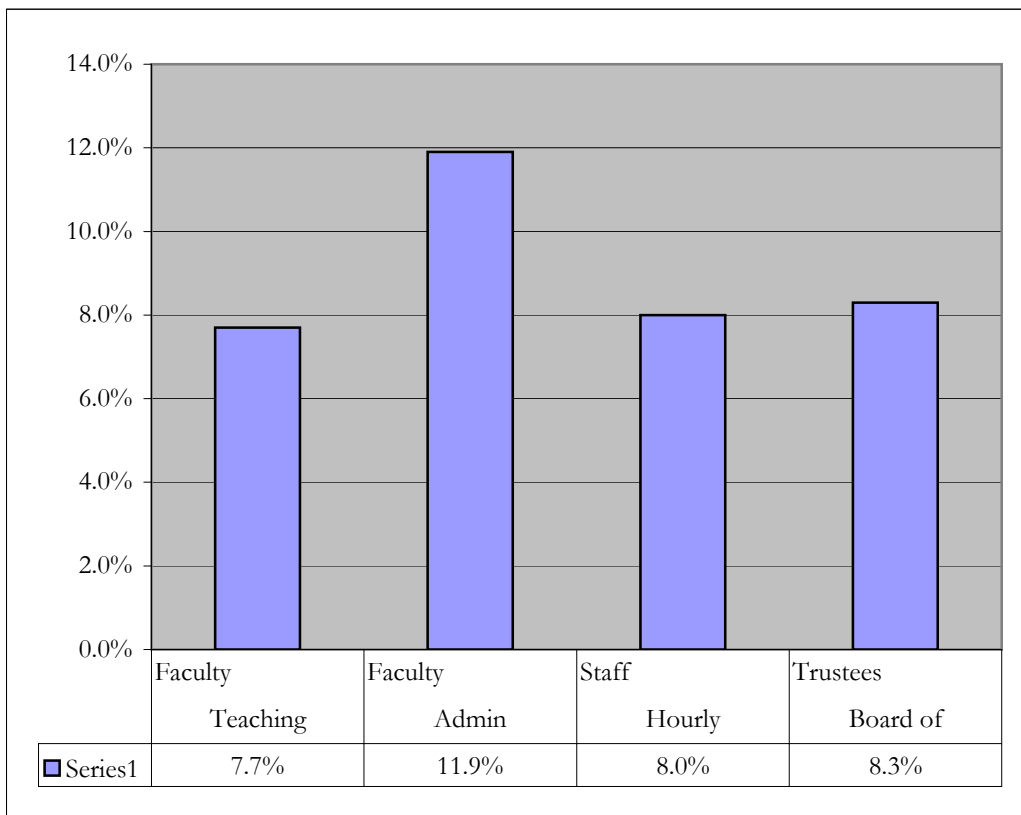
	<u>number</u>	<u>percent</u>
Nonresident aliens	83	7.0%
Black, non-Hispanic	84	7.1%
American Indian or Alaska Native	3	0.3%
Asian or Pacific Islander	23	1.9%
Hispanic	36	3.0%
White, non-Hispanic	883	74.5%
Race/ethnicity unknown	73	6.2%
TOTAL	1,185	100.0%

GLCA Colleges

	White, non- Hispanic	Black, non- Hispanic	Hispanic	Asian or Pacific Islander	American Indian or Alaska Native	Race/ ethnicity unknown	International students
ALBION COLLEGE	88	4	1	2	0	4	1
ANTIOCH COLLEGE	50	3	3	1	1	42	0
COLLEGE OF WOOSTER	76	4	1	1	0	10	7
DENISON UNIVERSITY	83	5	3	3	0	1	5
DEPAUW UNIVERSITY	86	5	3	2	0	1	2
EARLHAM COLLEGE	76	7	2	2	0	6	7
HOPE COLLEGE	92	2	2	2	0	1	2
KALAMAZOO COLLEGE	78	2	2	5	0	11	2
KENYON COLLEGE	83	3	2	3	0	4	3
OBERLIN COLLEGE	73	6	5	8	1	1	7
OHIO WESLEYAN UNIVERSITY	82	4	1	2	0	2	9
WABASH COLLEGE	80	7	4	3	0	2	4

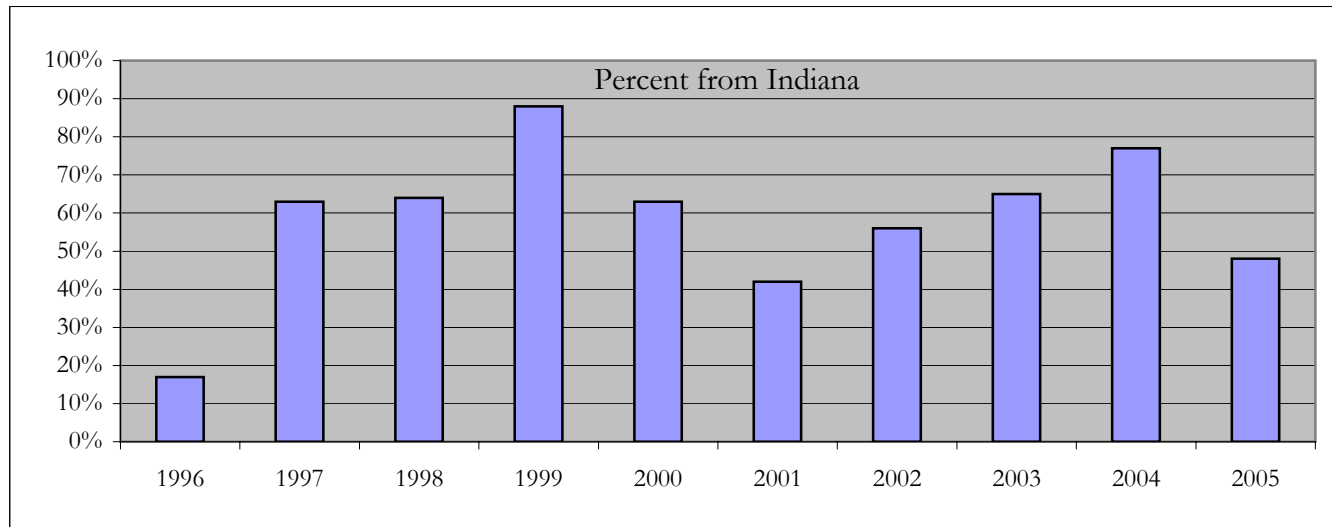
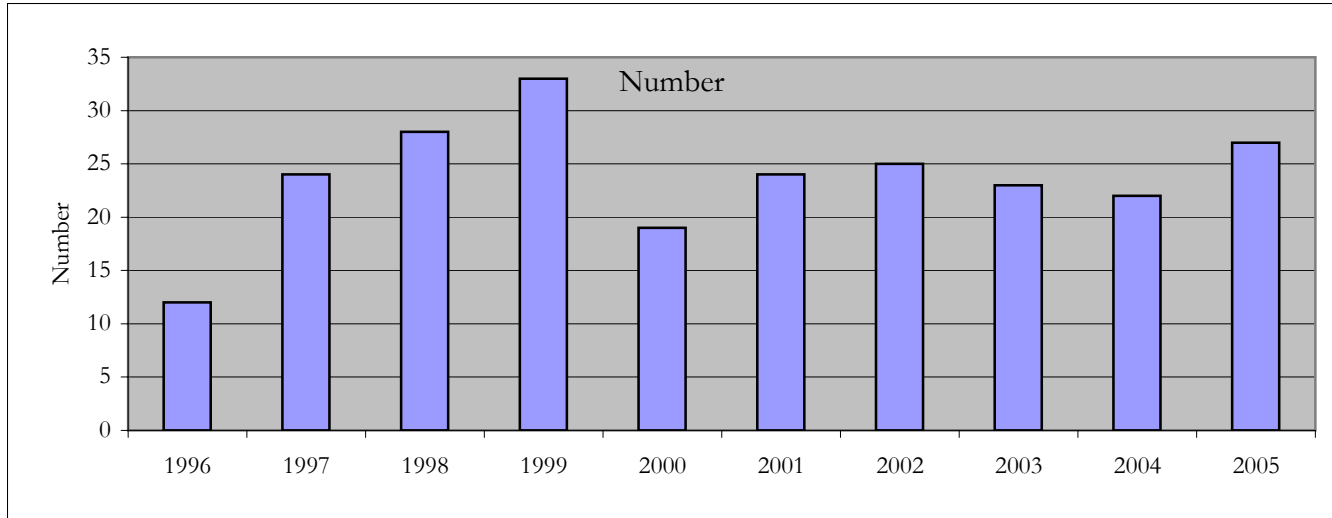
Composition of Faculty, Staff and Board by Race and National Origin, 2004

	Teaching Faculty	Admin Faculty	Hourly Staff	Board of Trustees
Non U.S.	6.6%	0.0%	0.0%	0.0%
Black, non-Hispanic	7.7%	11.9%	8.0%	8.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%
Asian or Pacific Islander	3.3%	0.0%	0.0%	0.0%
Hispanic	2.2%	1.3%	0.0%	0.0%
Race/ethnicity unknown	0.0%	0.6%	0.0%	0.0%

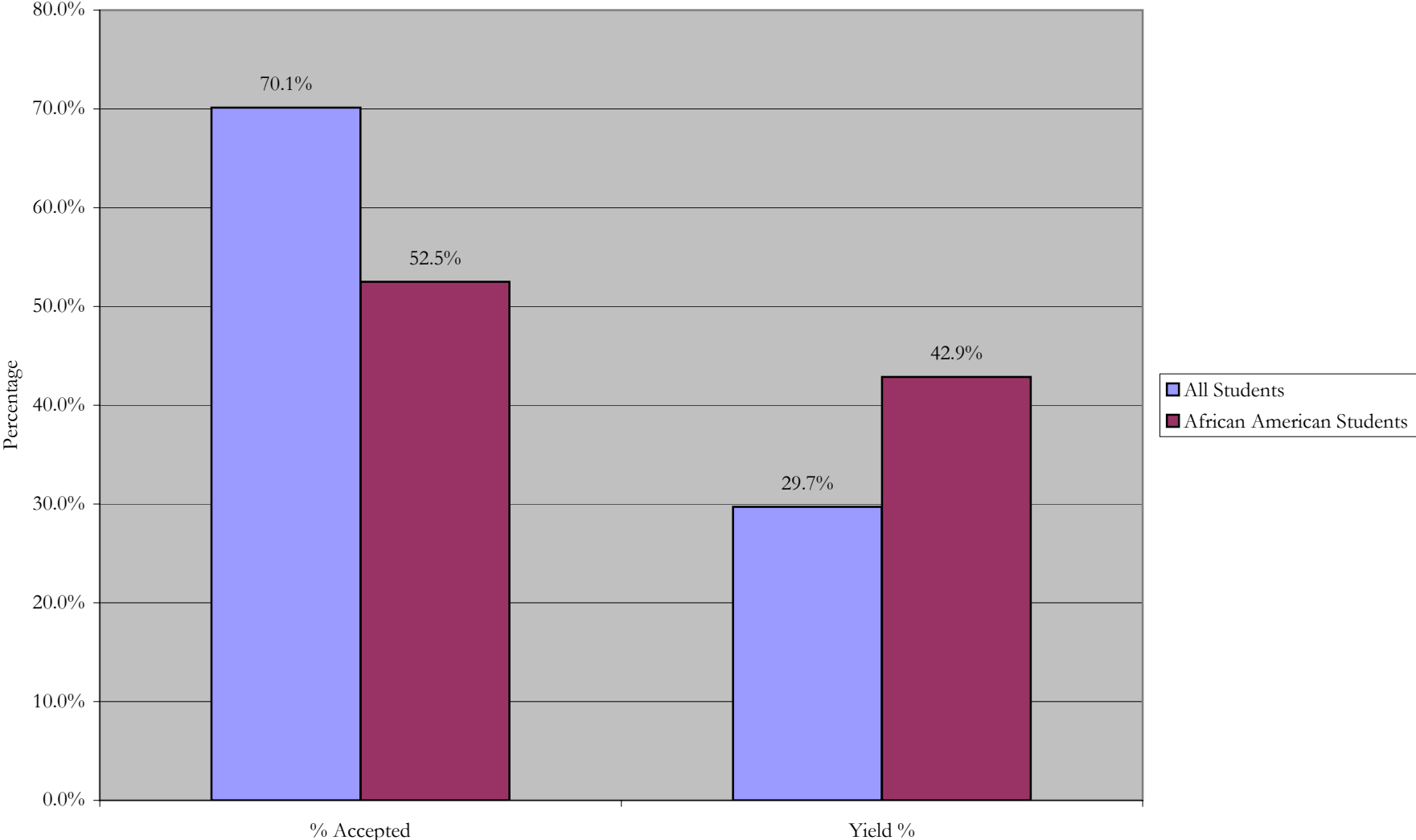


African American First Years at Earlham

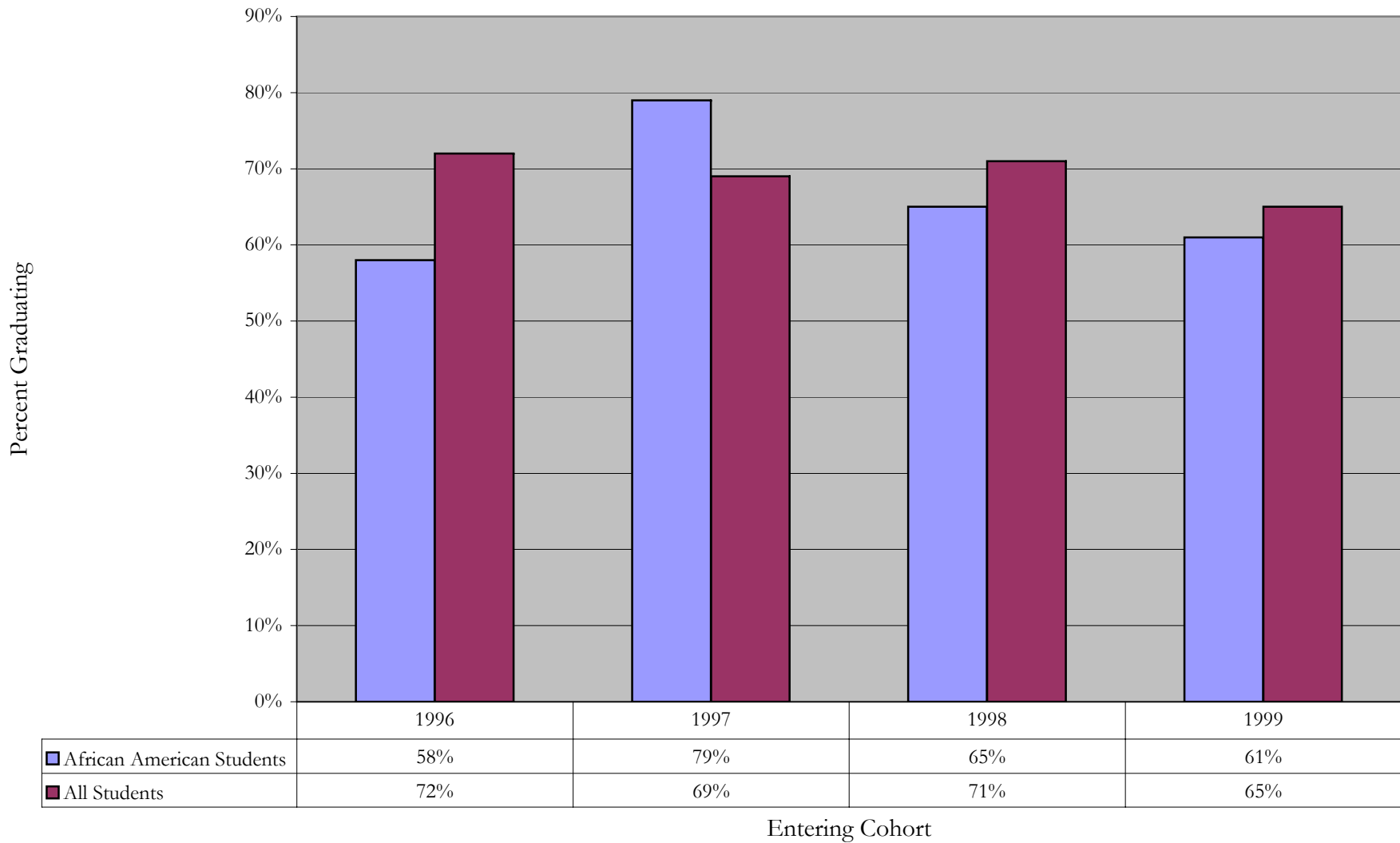
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	TOTAL
Total	12	24	28	33	19	24	25	23	22	27	237
% from Indiana	17%	63%	64%	88%	63%	42%	56%	65%	77%	48%	61%
% of All New FYs	4%	9%	9%	11%	7%	9%	9%	7%	7%	8%	8%



Acceptance Rate and Yield By Race



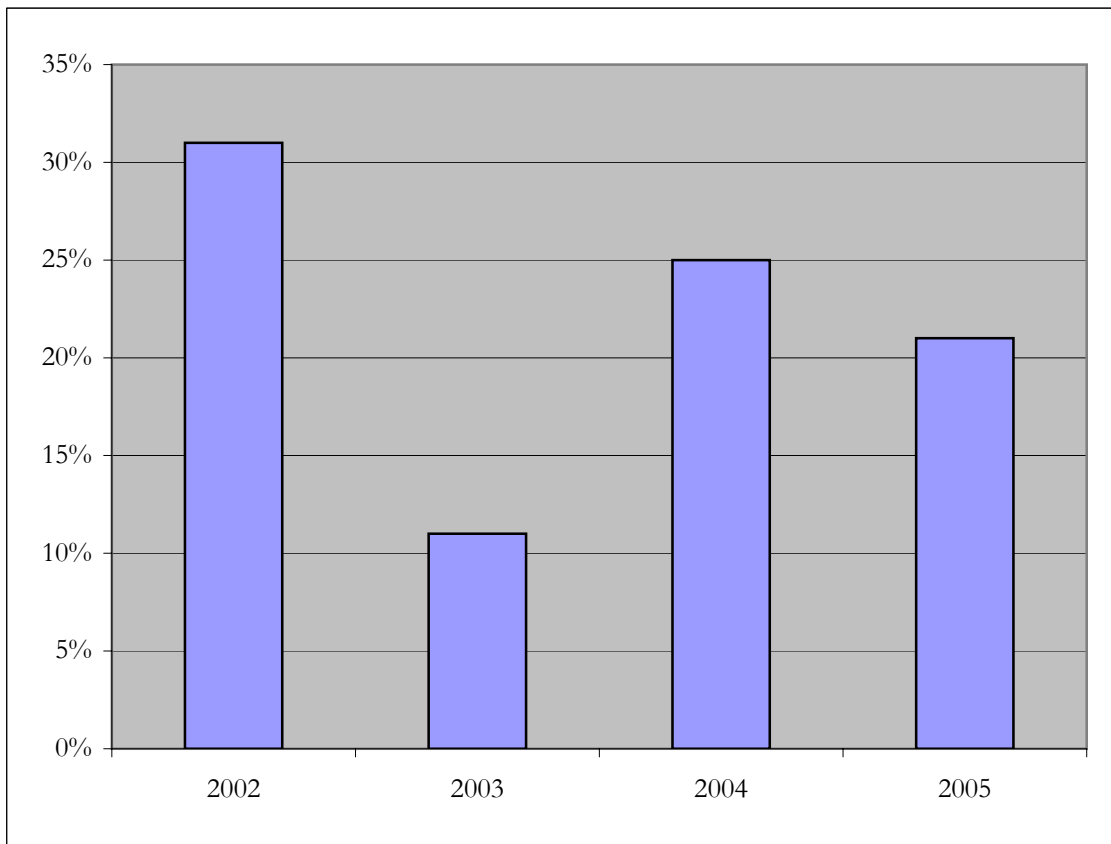
Five Year Graduation Rates: African American Students and All Students



Activities

Student Government: Minority Participation in Student Government

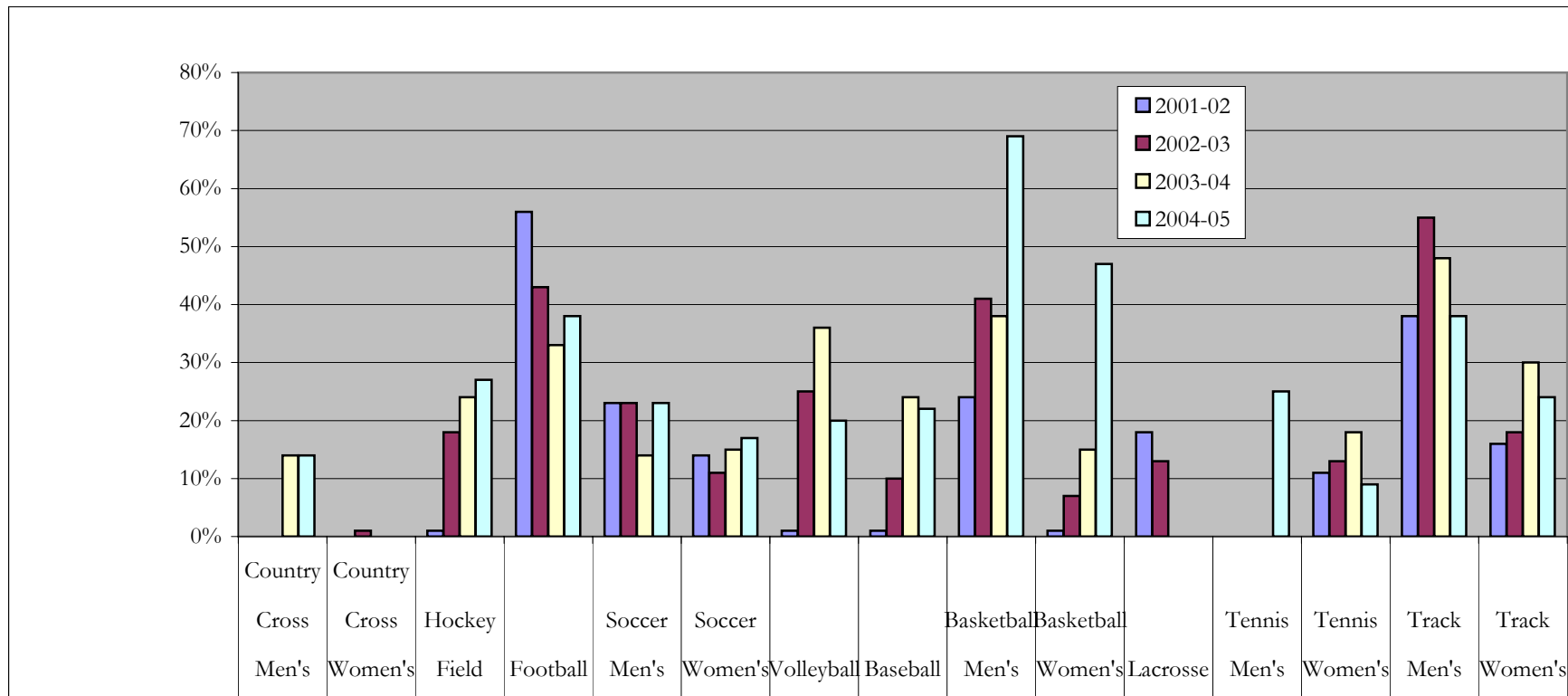
2002	2003	2004	2005
31%	11%	25%	21%



Activities

Athletics: Minority Athletes

	Men's Cross Country	Women's Cross Country	Field Hockey	Football	Men's Soccer	Women's Soccer	Volleyball	Baseball	Men's Basketball	Women's Basketball	Lacrosse	Men's Tennis	Women's Tennis	Men's Track	Women's Track
2001-02	0%	0%	1%	56%	23%	14%	1%	1%	24%	1%	18%	0%	11%	38%	16%
2002-03	0%	1%	18%	43%	23%	11%	25%	10%	41%	7%	13%	0%	13%	55%	18%
2003-04	14%	0%	24%	33%	14%	15%	36%	24%	38%	15%	NA	0%	18%	48%	30%
2004-05	14%	0%	27%	38%	23%	17%	20%	22%	69%	47%	NA	25%	9%	38%	24%



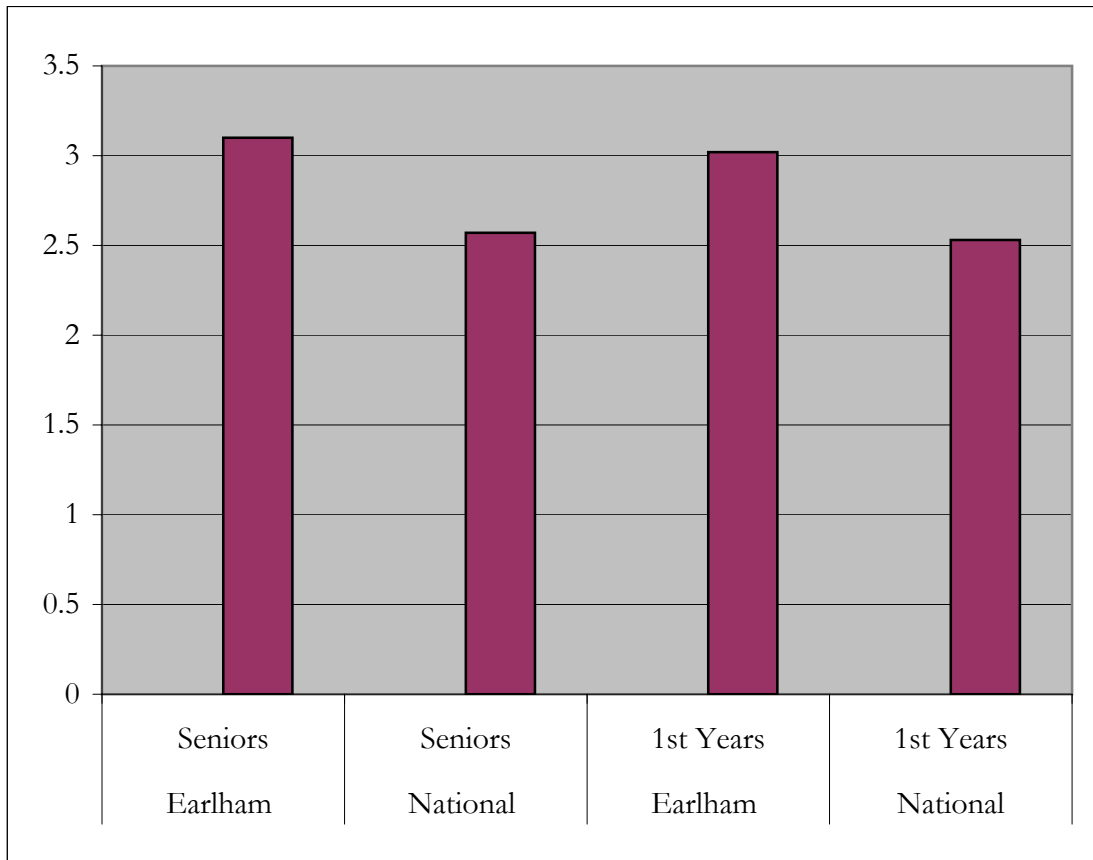
Experiences

National Survey of Student Engagement (Spring, 2004)

To what extent has your college education contributed to your knowledge, skills and personal development in the following areas?

47 Contributed to: Understanding people of other racial and ethnic backgrounds?

Earlham Seniors	National Seniors	Earlham 1st Years	National 1st Years
3.1	2.57	3.02	2.53



Experiences

Faculty Survey of Student Engagement (Spring 2004)

To what extent do you structure your selected course section so that students learn and develop in the following areas

Understanding people of other racial and ethnic backgrounds

	Very much or Quite a bit	Very Little
Lower division	55%	32%
Upper division	50%	23%

NOTE: Faculty were asked to respond to the survey based on one particular undergraduate course section they were teaching or had taught during 03-04.

National Survey of Student Engagement (Spring, 2004)

To what extent has your experience at Earlham contributed to your knowledge, skills, and personal development in the following areas?

Understanding people of other racial and ethnic backgrounds

	Very much or Quite a bit	Very Little
First year	71%	5%
Senior	78%	2%

Experiences

Senior Surveys (2000, 2002, 2005)

To what degree has your capacity been enhanced by your undergraduate experiences?	Earlham 2000	Earlham 2002	Earlham 2005	Peer Group 2005
Gain In-depth Knowledge of a Subject	3.5	3.5	3.6	3.6
Acquire New Skills and Knowledge	3.5	3.5	3.5	3.5
Relate to people of Different Races,Nations, or Religions	3.1	3.2	3.5	2.9
Work Under Pressure	3.4	3.4	3.4	3.5
Write Effectively	3.4	3.4	3.4	3.5
Understand Myself	3.5	3.3	3.4	3.4
Function Independently	3.4	3.3	3.4	3.4
Think Analytically and Logically	3.4	3.3	3.4	3.6
Develop Awareness of Social Problems	3.4	3.2	3.4	3.2
Formulate Creative Ideas and Solutions	3.2	3.2	3.3	3.3
Understand Moral and Ethical Issues	3.3	3.2	3.3	3.1
Place Problems in Historical Perspective	3.3	3.2	3.3	3.2
Plan and Execute Projects	3.3	3.1	3.3	3.2
Establish Course of Action	3.2	3.1	3.3	3.2
Engage in Pursuit of Knowledge and Truth	3.3	3.1	3.3	3.2
Function Effectively as a Team Member	3.2	3.1	3.2	3.0
Communicate Well Orally	3.1	3.1	3.1	3.1
Develop Self-Esteem	3.1	2.9	3.0	3.0
Evaluate and Choose Alternatives	3.1	3.0	3.0	3.1
Lead and Supervise Groups	3.1	2.9	2.9	2.9
Appreciate Art	3.0	2.9	2.8	2.9
Use Technology	2.7	2.7	2.7	2.7
Understand Process of Science	2.8	2.7	2.7	2.6
Evaluate Role of Science and Technology in Society	2.8	2.7	2.6	2.6
Read or Speak Foreign Language	2.8	2.5	2.6	2.4
Use Quantitative Tools	2.5	2.5	2.5	2.7

Experiences

Alumni Survey Class of 1999 (2004)

<u>Ability/knowledge</u>	Earlham		Peer Group
	Importance in current activities	Extent enhanced by undergraduate experience	Extent enhanced by undergraduate experience
CRITICAL THINKING	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Acquire new skills and knowledge	3.9	3.7	3.6
Think analytically and logically	3.8	3.7	3.6
Formulate creative/original ideas	3.6	3.4	3.4
Academic ability	3.2	3.6	3.5
SKILLS/LEARNING			
Write effectively	3.4	3.7	3.5
Use quantitative tools	3.0	2.9	3.0
Appreciate arts, literature, music, drama	3.1	3.2	3.3
Gain in-depth knowledge of a field	3.6	3.4	3.2
Read or speak a foreign language	2.6	2.8	2.4
SOCIAL/MORAL AWARENESS			
Develop awareness of societal problems	3.4	3.8	3.2
Place current problems in perspective	3.5	3.6	3.1
Understand moral/ethical issues	3.5	3.7	3.2
SELF DEVELOPMENT			
Understand myself	3.7	3.5	3.3
Function independently, w/o supervision	3.9	3.4	3.4
Develop self-esteem	3.5	3.3	3.2
Establish a course of action for goals	3.8	3.3	3.3
Intellectual self-confidence	3.6	3.6	3.4
Develop desire for continued learning	3.6	3.7	3.5
RELATIONSHIP SKILLS			
Lead /supervise tasks/groups of people	3.3	3.3	3.0
Relate well to people of different culture/races	3.6	3.3	3.1
Function effectively as member of team	3.6	3.4	3.2
Communicate well orally	3.7	3.4	3.2
Understand others	3.8	3.5	3.3
UNDERSTANDING			
Understanding the process of science	2.6	3.0	2.8
Use technology	3.3	2.8	2.7

Scale: 4=Greatly 3=Moderately 2= A Little 1=Not at All

Diversity Aspirations Vision Statement (2002)

[Clerk's note: In approving this Vision Statement the faculty recognizes that this version is a step in a journey. The document should not stay static but should evolve over time. The faculty asked the Diversity Monitoring Committee, as called for in the plan, to take responsibility for further revision of the Vision Statement. The faculty is ready to tackle the challenges that the Vision Statement presents to the community. - Tom Kirk]

As a community dedicated to excellence in liberal arts education and informed by Quaker principles, Earlham College welcomes the contributions of divergent voices as we seek to foster a deep, shared sense of purpose. A diversity of human experiences and viewpoints in our learning community strengthens the educational experience of all members of the community. We therefore seek to promote diversity that respects and resonates with our core values, as expressed in such documents as Community Principles and Practices, the Statement on Religious Life at Earlham, and the Faculty Handbook's statement on academic freedom. As Principles and Practices reminds us, "To be a genuinely diverse community, we must expect and welcome changes and transformations." This vision statement is an effort to focus on our aspirations to form a diverse community, to create opportunities for expressing our differences, and to provide context for the actions we undertake in the name of diversity.

As a learning community that aims to create social justice, we aspire to treat all humans with respect, honoring human dignity. We also acknowledge that Earlham College exists within a history of systemic cultural and economic oppression that has denied certain groups equal access to education and power. To help redress such injustice and to make our college community more representative of our society and world, we seek to promote the presence and voice of groups that have been historically oppressed because of such factors as race, ethnicity, sex, gender, sexual orientation, socioeconomic class, and physical ability.

In this spirit, we envision Earlham as a place where a diverse student body, faculty, and staff:

- encourage contributions to the community by ensuring full representation and honoring the uniqueness of those groups that have faced oppression.
- seek intercultural and cross-cultural communication.
- cultivate in one another the courage, skill, and grace to discuss complex issues, about which we deeply disagree, including the current existence of discrimination in our society.
- talk with one another in a spirit of openness and thoughtful exploration.

Toward these ends, we will devote resources to:

- maintain and expand diversity in our curriculum.
- enhance and enrich co-curricular programs and supportive networks.
- attract, enroll, and retain a higher percentage of students with divergent backgrounds from the United States and abroad.
- recruit, hire, and retain an increased number of faculty and staff to make the campus more diverse.
- continue to analyze the changes in our society and to examine the scope of our diversity aspirations.
- assess our programs formally and continually check our progress in achieving the above goals.

Approved by: Faculty, Student Government, Employee Council, Board of Trustees

Earlham Institutional Commitments Regarding Race and Diversity

Hiring

Affirmative action plan for hiring faculty (1973, 1988)
Affirmative action plan for hiring staff (1973, 1988)
Affirmative Action Officer position (pre-1973)

Admissions

Multicultural Recruitment Plans (1986)
Multicultural Recruitment Coordinator position (1993)

Curriculum

Increasing number of courses with attention to race and ethnicity in the curriculum
African and African-American Studies Program (1970)
General Education: Multicultural/Intercultural requirement (1999)
 Attention to diversity in Living and Learning in Community (2002)

Student/Community Life

Cunningham Cultural Center (1978)
Director of Multicultural Affairs position (half time fall 1984; full time since July 1999)
Diversity-related events (Convocations, major speakers, performances)

Institutional Advancement

African American Advisory Board (1995)

Policies and Planning

Diversity Aspirations Vision Statement (February, 2002) and Diversity Progress Committee
Diversity Plan (December, 2001)

Principles and Practices of the Earlham College Community (last revised 2005)

Harassment Policy (last revised, 1992)

Recent Race-Related Speakers and Performances

2004-05

Performance

Jabali Afrika

Break: The Urban Funk Spectacular

BeBe Winans

Peru Negro: Cultural Ambassadors of Black Peru”

Javenese Gamelan Concert

Galen Razzaq

Lecture

Fabiola Letelier del Solar, “Justice a Possible Dream”

Angela Davis, “Civil Rights and Human Rights”

Panel Discussion, “The Blood Runs Like a River Through My Dreams” by Nasdijj

Rashid Khalidi, “Resurrecting Empire: Western Footprints and America’s Perilous Path in the Middle East”

Carmen Vasquez, “Assimilation: Good or Bad and it’s Effect on Cultural Identity”

Ernest G. Green, “Little Rock Nine”

Anita Badami, “Minority Voice in a Majority Language”

Sashi Tharoor, “Globalization and the Human Imagination”

Deborah Saunders, “If Not Now...When? If Not You...Who?”

John Perkins, “How to Develop Justice Leaders for the 21st Century”

2005-06

Performance

Sinbad

Margaret Cho

Langston Hughes Project

Step Afrika

Yubi Kirindongo, “Afro-Caribbean Art in Curacao: Creating Art from the Refuse of Modern Life”

Lecture

James Cone, “The Challenge of Race”

Cornel West, “Democracy Matters”

Glenn Loury, “The Superficial Morality of Color-Blindness”

Faculty Panel Discussion, “The Challenge of Race”

Jack G. Shaheen, “Reel Bad Arabs; How Hollywood Vilifies a People”

Ron McCurdy, “Jazz Evolution and the African Diaspora”

Stephen Butler, “Jackie Robinson: A Hero’s Journey — Context Change and Pushing the Envelope”

Some Questions Arising from Campus Discussions

1. How can we build upon our success in recruiting African American students within Indiana to create greater diversity within diversity by geographically broadening our recruiting efforts while retaining our base in Indiana?
2. How can we build upon our success in recruiting African American student athletes to create greater diversity within diversity by broadening our recruiting efforts for African American non-athletes while retaining the strength of our athletic recruitment?
3. To what extent does stereotyping lead to negative perceptions of African-American students?
4. How can African-American males' athletic participation be integrated into perceptions of those students as whole persons, with multiple interests and engagements?
5. How can Earlham institutionally provide appropriate support for African-American students?
6. In what ways can Earlham faculty and students show the kind of respect for African-American students that will encourage them to participate more fully in the classroom and in co-curricular life?
7. Should we be making more progress at recruiting and enrolling Hispanic students?

References and Data Resources

Diversity Vision Statement and Plan (2002)

Diversity Progress Committee Reports (2003, 2004, 2005)

Institutional Research reports, various years (internal and comparative)

Working Group on Campus Climate, "Moving Toward a More Multicultural Campus Climate" (1997)

Student leaders, "Student Needs" (1994)

Minority Affairs Task Force, "Report" (1986)

Bonita Washington Lacey and Charles Martin, "Minority Perspectives at Earlham College" (1985)

Thomas Hamm, *Earlham College: A History, 1847-1997* (1997)

Douglas Bennett, Convocation Address: "Race Matters at Earlham" (2001)

Avis Stewart, "African-American Male Experience at Earlham College" (2005)