

NOTE: As of Spring 2002, the Faculty, Student Government, Employee Council, and Board of Trustees have endorsed the spirit of the plan that follows.

Report of the Diversity Aspirations Working Group
December, 2001

Executive Summary

In the pages that follow, we present a *vision statement* for the approval of the Faculty, Student Government, Employee Council, and the Board of Trustees. In it we have tried to state the best hopes and aspirations of the Earlham community as a whole with regard to diversity. We expect that this document, if approved, will take its place beside other key Earlham documents such as “Principles and Practices” and the Statement on Religious Life at Earlham. We have incorporated many suggestions we have heard from students, faculty, and staff in the last year and a half; we hope that you recognize your own contributions in this draft.

We also present, for consultation and feedback, a *plan* to help make this vision a reality. We expect to make revisions in light of responses to the document. Then we will submit it, in parts as appropriate, to elements of our governance process for approval. (For example, the Curricular Policy Committee would need to approve new curricular initiatives and might choose to bring decisions to the faculty as a whole; while any urging regarding new, significant fund-raising goals and priorities would probably begin with the Strategic Planning Committee.)

You will see that the vision statement includes *five goals*, which we develop in more detail in the draft plan: (1) to maintain and expand a diverse curriculum; (2) to enhance and enrich co-curricular programs and supportive networks; (3) to attract, enroll and retain a larger percentage of students with divergent backgrounds from the U.S. and abroad; (4) to recruit, hire and retain an increased number of faculty and staff who reflect a world that is itself diverse and multifaceted; and (5) to assess Earlham’s programs methodically in the light of these new initiatives.

Key new initiatives contained within the draft plan include:

- **urging each department and program to consider expanding the diversity of its curriculum through fundamental restructuring;**
- **proposing the creation of a teaching consultant position focused on diversifying the curriculum;**
- **providing frequent opportunities for dialogue on difficult issues and diversity-related themes;**

- **increasing avenues of engagement and support for students from underrepresented groups;**
- **advocating significant review of our recruitment processes for faculty, students and staff;**
- **developing and allocating new resources for recruiting diverse students, faculty, and staff;**
- **creating a Diversity Progress Committee to provide for periodic assessment of how well we are meeting these goals.**

In addition, we have compiled a set of student focus group data that can serve as a foundation for tracking students' perceptions of their experiences related to diversity at Earlham in coming years.

Above all, we urge that diversity must become a *taken-for-granted* element of Earlham's culture. To make this large a shift, we must each continuously seek to educate ourselves and each other about the diversity within our community and our world. As both a contribution toward, and a result of, this on-going process, we ask each member of the Earlham community to make an individual commitment to making the College a more genuinely welcoming place to all.

Diversity Aspirations Vision Statement
Approved by the Earlham College Faculty
February 20, 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.

Vision Statement approved by: Faculty, Student Government, Employee Council, Board of Trustees

1. *Maintain and expand a diverse curriculum.*

Students' academic careers are clearly at the heart of Earlham's enterprise. The courses students take, the books they read, their papers and projects, and the experiences they have in the classroom are central in shaping their understanding of human diversity. We celebrate the recent creation of the Multicultural and Intercultural Requirement (MIR), even as we recognize ways it can be strengthened. We know the faculty is currently examining some large issues bearing on the curriculum (general education, Humanities Program); these examinations may prompt fresh thought toward diversifying our curriculum taken as a whole. In addition, we urge each individual department and program to review its curriculum to see how it might be reshaped to better reflect the diversity of the Earlham community and the world at large.

Accomplishments to Date

- A. Earlham's Faculty recently approved a Multicultural and Intercultural (MIR) requirement.
- B. Some departments, with Faculty Affairs Committee (FAC) involvement in some cases, have reviewed their curricula and made substantial changes to attract candidates from underrepresented groups.
- C. Review of general education is currently a focus of a Curricular Policy Committee (CPC) subcommittee.
- D. Humanities staff is currently reviewing/revising its program.
- E. The first-year experience is a focus of the Retention Coordinating Circle and Strategic Planning Committee.

<u>Strategic Actions</u>	<u>Individuals/Groups Responsible</u>
1. Continue to infuse curriculum with diversity-related materials, including adding material to existing courses; creating new courses; and building class activities in conjunction with diversity-related co-curricular events.	<i>Individual teaching faculty members, Curricular Policy Committee, Associate Academic Dean</i>
2. Review & consider reconfiguring department and program curricula to reflect the diversity of the Earlham community and the world at large.	<i>Departments, Programs, Curricular Policy Committee</i>
3. Promote opportunities for teaching faculty to expand their knowledge, skills, and familiarity with diversity issues on a regular basis, including: participation in Great Lakes Colleges Association (GLCA) course design workshops; participation in Cincinnati Council of World Affairs (CCWA) summer projects; participation in workshops & seminars (on & off campus).	<i>Provost/Academic Dean, Associate Academic Dean, Curricular Policy Committee, Professional Development Fund Committee, Ford/Knight Committee</i>
4. Support/expand the MIR including: new courses, better support for existing courses, and better guidance for students about requirement.	<i>Curricular Policy Committee, Registrar, Associate Academic Dean</i>
5. Encourage Ford-Knight and Professional Development Fund (PDF) projects	<i>Ford/Knight Committee, Professional Development Fund</i>

that focus on diversity issues.	<i>Committee</i>
6. Explore ways to make the diversity of our curriculum known/available to students, especially first-years.	<i>Curricular Policy Committee, Registrar, Associate Academic Dean</i>
7. Consider release time for a faculty member to be a teaching consultant who specializes in diversifying the curriculum.	<i>Provost/Academic Dean, Curricular Policy Committee, Budget Committee</i>

2. *Enhance and enrich co-curricular programs and supportive networks.*

An Earlham education encompasses the whole of a student's life: all kinds of learning – intellectual, social, emotional, and spiritual. Co-curricular programs and supportive networks are an important part of each student's educational success. We appreciate that Earlham has made significant strides in strengthening co-curricular programs and supportive networks for students. At the same time, we recognize that our structures and practices must evolve as we continue to become an ever-more diverse community. Two significant proposals we make are: (1) that we systematically and frequently address difficult topics with one another as a whole community of students, staff, and faculty; and (2) that we urge and support one another to become more intentional in learning from each other's differences on a day-to-day, moment-to-moment basis. This goal above all others in our plan requires a commitment on each person's part to become a community more genuinely welcoming of all.

Accomplishments to Date

- A. We have had a full-time Director of Multicultural Affairs since January 2000.
- B. We have had an expanded staff of student interns in Multicultural Affairs since August 2001.
- C. Multicultural Affairs Student Advisory Group (convenors of student organizations with diversity focus) has worked to identify and plan events since August 2001.
- D. We have had increased Multicultural Affairs programming & increased visibility (monthly calendar) since August 2001.
- E. The Multicultural Affairs Office has strengthened its involvement in Area Director (AD) and Resident Advisor (RA) training in diversity issues since August 2000.
- F. The Events Committee began work in Spring 2001 and has adopted a broad diversity focus in its programs.
- G. The Events Coordinator began work Spring 2001 and has adopted an educational role within the community.
- H. The Lilly Faith/Vocation Grant has included hiring staff focused on supporting students of diverse religious backgrounds (i.e., part-time rabbi and campus ministry associate with a focus on the religious life of minority, especially African American, students).
- I. The Lilly Building Bridges Grant (1998-2001) has funded a wide range of activities (faculty retreat, listening projects, study circles, course development, workshops) focused on several diversity issues and affecting both students & faculty.
- J. The Independent Colleges of Indiana (ICI) Real Talk Grant has funded dialogues among diverse campus groups.
- K. Institutional Advancement continues to strengthen the African American Advisory Board (AAAB); current activities include admissions, alumni panels, and career/internship networking.

Strategic Actions

Individuals/Groups Responsible

1. Intentionally engage the community in difficult discussions where	<i>Events Committee, Student Activities, Student Government, student</i>
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we challenge one another to cultivate openness to new ideas that may conflict with our own deeply-held values and beliefs.	<i>organizations, departments/programs, Office of Multicultural Affairs, each member of the Earlham community</i>
2. Expand student involvement in planning and implementing diversity-related events designed to meet their needs.	<i>Events Committee, Student Activities, Office of Multicultural Affairs, departments/programs</i>
3. Encourage all those planning events to increase the number of speakers and cultural events that reflect the diverse population at Earlham & address diversity-related topics.	<i>Events Committee, Student Activities, Student Government, student organizations, departments/programs, Office of Multicultural Affairs, others who plan events at Earlham</i>
4. Continue to use annual religious and ethnic holidays to raise awareness about the many cultures within our community.	<i>Campus Ministry, Student Activities, Office of Multicultural Affairs, Events Committee, student organizations</i>
5. Continue to plan campus activities (festivals, convos, exhibitions at Leeds, outside speakers) to educate, celebrate and honor the diversity of our community.	<i>Events Committee, Student Activities, Student Government, student organizations, departments/programs, Office of Multicultural Affairs, others who plan events at Earlham</i>
6. Plan events aimed at the entire campus – students, staff, faculty – to engage the Earlham community throughout each academic year in a common dialogue on diversity-related themes.	<i>Events Committee</i>
7. Enhance the visibility and programs of the Multicultural Affairs office.	<i>Office of Multicultural Affairs, Student Development</i>
8. Support student-initiated activities – e.g., theme house & student organization programming, including cross-house programming to which the whole campus is invited.	<i>Student Activities, Residential Life, Student Government, theme houses/cultural centers, student organizations, individual faculty and staff members</i>
9. Expand diversity training for resident assistants (RA's); and increase diversity programming in residence halls and more broadly on campus.	<i>Residential Life, Student Development, Office of Multicultural Affairs</i>
10. Encourage individual faculty and students from underrepresented groups to develop relationships with community organizations that may serve as a source of support, including service learning opportunities.	<i>Individual faculty, staff, and students, Provost/Academic Dean, Service Learning</i>
11. Create and/or enhance programs that engage alumni from underrepresented groups with students in diversity-related discussions.	<i>Institutional Advancement, Office of Multicultural Affairs, student organizations, African American Advisory Board</i>
12. Create an active listener program designed to provide general	<i>Counseling Services, Office of Multicultural Affairs, Student Development,</i>

support for students from underrepresented groups.	<i>Student Activities</i>
13. Implement a mentoring program to assist students from underrepresented groups in creating their own support networks on campus and in the Richmond/Wayne County community.	<i>Office of Multicultural Affairs, Campus Ministry, Counseling Services, Student Government</i>
14. Retain and refine the multicultural focus of New Student Week.	<i>New Student Week Committee, Office of Multicultural Affairs, Student Development</i>

3. Attract, enroll and retain a larger percentage of students with divergent backgrounds from the U.S. and abroad.

We will not break down stereotypes of one another or do our best truth-seeking in our academic and co-curricular endeavors unless we reflect, and draw upon, the diversity among us. In addition to seeking (and measuring, and talking about) diversity in race/ethnicity and gender, we also need to welcome diversity in socioeconomic class, sexual orientation, physical ability, learning styles and political viewpoints. And we need to seek a diversity of students within each underrepresented group, including socioeconomic background. While we have made recent progress related to increasing the diversity of our student body, we now want to urge both strengthened and newly-focused attention to this effort. At the same time, we urge that new resources be developed for financial aid and scholarships for students from U.S. underrepresented groups and international students.

Accomplishments to Date

- A. The Admissions Office currently has recruiting strategies to target underrepresented populations including African American, Hispanic/Latino, international students, and students from other US multicultural groups.
- B. The Multicultural Affairs Office works with Admissions to encourage prospective students from underrepresented groups to confirm enrollment at Earlham.
- C. The Admissions Office and Multicultural Affairs Office work together each year to represent Earlham at the Indiana Black Exposition; our involvement is targeted toward increasing the number of African American students in the applicant pool.
- D. The Retention Coordinating Circle submitted a plan to the Faculty & President in Spring 2001 focused, among other areas, on residential life and the first-year experience.
- E. The International Education Committee has recommended to the Diversity Aspirations Working Group that we should allocate increased resources for international student scholarships/financial aid.
- F. We have recently expanded the involvement of alumni in the admissions process through the Alumni Volunteer Admissions Program and the participation of African American Advisory Board (AAAB) members in recruiting EC students.

Strategic Actions

Individuals/Groups Responsible

1. Explore and create new recruitment strategies that will yield a larger number of students from underrepresented groups.	<i>Admissions Office, Admissions Committee</i>
2. Continue to make EC as financially attractive as possible to students from underrepresented groups.	<i>Budget Committee, Admissions Committee, Financial Aid Task Force</i>
3. Make EC as financially attractive as possible to international	<i>Budget Committee, Admissions Committee, Financial Aid Task Force</i>

students from diverse class backgrounds as possible.	
4. Increase the involvement of faculty, students, and alumni from underrepresented groups in the recruitment process.	<i>Admissions Office, Institutional Advancement Office, Office of Multicultural Affairs, Admissions Committee</i>
5. Continue to strengthen involvement of AAAB and create other similar alumni groups; invite these groups' participation in the recruitment process.	<i>Institutional Advancement Office, Admissions Office</i>
6. Utilize leaders and support faculty in off-campus programs, or faculty who are doing research abroad, to recruit students in Asia, Europe, Africa, and the Middle East.	<i>Admissions Office, International Programs Office, individual faculty members</i>
7. Identify and establish relationships with schools and communities with large populations of underrepresented groups likely to come to EC.	<i>Admissions Office</i>
8. Allocate resources to support connections that faculty already have to populations from underrepresented groups.	<i>Admissions Office, individual faculty members</i>
9. Establish relationships with existing networks including African American sororities and fraternities and churches to attract potential students from different underrepresented groups.	<i>Admissions Office, Office of Multicultural Affairs, Institutional Advancement Office</i>
10. Examine what attracts students from underrepresented groups and what encourages them to stay.	<i>Office of Institutional Research</i>
11. Follow career success of students from underrepresented groups after graduation & incorporate those stories in recruitment process.	<i>Career Services Office, Admissions Office, Institutional Advancement Office</i>
12. Enhance existing resources for academic support to meet the needs of students with diverse academic strengths, levels of preparation, learning styles, and physical challenges.	<i>Office of Academic Support Services, Student Development, Budget Committee</i>
13. Use the Admissions Volunteer Program and Preview Days to promote Earlham's diverse curriculum.	<i>Admissions Office, Institutional Advancement Office, Associate Academic Dean, academic departments/programs</i>
14. Explore alumni fund-raising focused on scholarships/financial aid for students from underrepresented groups (for example, reunion class gifts).	<i>Institutional Advancement Office, Financial Aid Office</i>
15. Design new recruiting goals and strategies that will result in enrolling not just an increased number of students from	<i>Admissions Office, Office of Multicultural Affairs</i>

underrepresented groups, but also a diversity within each of those groups.	
16. Consider targeted publications for recruiting students from underrepresented groups.	<i>Admissions Office, Office of Multicultural Affairs</i>

4. Recruit, hire and retain an increased number of faculty and staff who reflect a world that is itself diverse and multifaceted.

We value and seek to increase the diversity of our faculty and staff for many of the same reasons we value diversity among students. In addition, we know that faculty and staff often serve as role models for students. In different ways both inside and outside the classroom, their worldviews, habits and priorities are on display to students: this, too, is part of an Earlham education. Also, our shared campus decisions (whether in Faculty Meeting or Employee Council) are enriched by the diversity of perspectives we bring. While there is already substantial diversity among us (more than we sometimes recognize), and while we have made incremental progress over the years (e.g., in hiring more women and African Americans on the teaching faculty), we have collectively fallen short of our aims. We urge a three-part approach to addressing this problem: (1) the development and allocation of new resources to faculty hiring to increase diversity through adding rotating professorships and permanent positions; (2) the restructuring of Earlham's curriculum to be more attractive to candidates from underrepresented groups (as described also in Goal #1 above); and (3) an overhaul of the faculty and staff recruiting process through the application of a number of different initiatives.

Accomplishments to date:

- A. Currently 8% of our tenured and tenure-track faculty are African American.
- B. Currently 9% of our tenured and tenure-track faculty are international.
- C. Some departments have rethought and revised their curricular offerings in ways that increase the chances of attracting faculty of color. That, coupled with aggressive search techniques, has provided some successes.
- D. Faculty Affairs Committee has begun meeting with each department conducting tenure-track searches, and discussing ways to broaden position descriptions to attract a wider pool.
- E. The Director of Multicultural Affairs has been learning and sharing sources and techniques for putting us in conversation with affirmative action candidates.
- F. The Academic Dean and Affirmative Action Officer have also been working with departments to develop broader and deeper pools of candidates.

Strategic Actions

Individuals/Groups Responsible

1. Consider fund-raising goal in next capital campaign to fund rotating professorships.*	<i>Strategic Planning Committee, President, campaign planning group</i>
2. Consider fund-raising goal in next capital campaign to add positions that help us make progress with hiring a more diverse	<i>Strategic Planning Committee, President, campaign planning group</i>

teaching faculty as we also strengthen interdisciplinary programs.*	
3. Make salary offers and wages competitive with GLCA and other liberal arts colleges.	<i>Budget Committee, Provost/Academic Dean, senior leadership of the college</i>
4. Reexamine and consider revising departmental and/or program curricula to enhance appeal to candidates from underrepresented groups.*	<i>Academic departments/programs, Curricular Policy Committee, Faculty Affairs Committee, Provost/Academic Dean</i>
5. Review and renew our model of searching for, and appointing, faculty & staff at EC.*	<i>Provost/Academic Dean, Faculty Affairs Committee, VP for Finance/Business Affairs, Affirmative Action Officer, Office of Multicultural Affairs</i>
6. Identify and make use of non-traditional sources of recruiting (existing & new sources) – for example, search and apply for grants to increase the number of faculty from underrepresented groups.*	<i>Director of Foundation Relations and Government Grants, Provost/Academic Dean, Director of Multicultural Affairs, Associate Dean for Program Development</i>
7. Keep an up-to-date list of EC graduates and other potential candidates from underrepresented groups in each discipline and stay in touch with them even when not immediately conducting a search.	<i>Academic departments/programs, Provost/Academic Dean</i>
8. Develop more attractive academic position announcements that communicate EC's commitment to diversity.*	<i>Departments/programs, Provost/Academic Dean, Affirmative Action Officer, Director of Multicultural Affairs</i>
9. Ensure that search committees themselves are diverse and work closely with the affirmative action officer and the Director of Multicultural Affairs to craft job ads to enhance Earlham's attractiveness.	<i>Departments/programs, Provost/Academic Dean, senior leadership of the college</i>
10. Ensure that search committees develop search strategies aimed at yielding more candidates from underrepresented groups.*	<i>Departments/programs, Provost/Academic Dean, Affirmative Action Officer, VP for Finance/Business Affairs</i>
11. Ensure that search committees have available resource lists aimed at making candidates from underrepresented groups feel familiar with the Richmond community & its offerings.	<i>Provost/Academic Dean, VP for Finance/Business Affairs, Office of Multicultural Affairs</i>
12. Resist the temptation to feel satisfied when one minority person has been appointed in a department or program.	<i>Departments/programs, Faculty Affairs Committee, senior leadership of the college</i>
13. Promote networking, mentoring and faculty development for faculty from underrepresented groups to increase our attractiveness and retain those already here.	<i>Professional Development Fund Committee, Provost/Academic Dean, individual faculty members</i>

14. Encourage and support faculty and staff from underrepresented groups to take leadership positions on campus.	<i>Departments/programs, Nominating Committee, Provost/Academic Dean, senior leadership of the college</i>
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*See Appendix D for a joint document produced by the Diversity Aspirations Working Group and the Faculty Affairs Committee titled “Seeking and Maintaining a Diverse Faculty at Earlham.”

5. Implement goals #1-4 and assess our programs and initiatives methodically and continuously.

To ensure the best chance of success, we must monitor our progress toward meeting the goals outlined above. We propose the creation of a standing committee, the Diversity Progress Committee, to help the campus remain focused on these goals. In addition, we recommend making good and careful use of existing opportunities for individual, departmental/program, and institution-wide self-assessment to include a focus on the diversity goals above.

Accomplishments to Date

- A. We gather some data as a result of our participation in surveys such as the Higher Education Data Sharing Network (HEDS) & the National Survey of Student Engagement (NSSE).
- B. We have recently allocated new staffing to the Institutional Research Office.
- C. The Director of Multicultural Affairs position is in place to participate in monitoring our progress with diversity.

Strategic Actions

Individuals/Groups Responsible

1. Create Diversity Progress Committee to monitor the campus's progress at meeting our curriculum, faculty/staff and student recruitment, and co-curricular programming goals. We suggest the following committee membership: Provost/Academic Dean, Associate Academic Dean, Dean of Student Development, Director of Multicultural Affairs, Student Government leadership, Faculty representative, Staff representative.	<i>President, Provost/Academic Dean</i>
2. Use the North Central Association self-study as an opportunity to assess progress toward meeting strategic action goals, including writing specific diversity-focused questions for each department/program to answer.	<i>North Central Association self-study committee</i>
3. Use five-year reviews of academic departments and programs as opportunities to continually assess progress toward meeting strategic action goals.	<i>Academic departments and programs, Provost/Academic Dean</i>
4. Use the regular annual planning processes of each non-curricular department to assess contributions and progress with regard to diversity programs and staffing	<i>Administrative leadership of the college</i>

5. Develop and monitor benchmarks in each area of this diversity plan (curriculum, co-curricular networks, student recruitment, faculty recruitment, staff recruitment) to be produced & included in Fact Book annually.	<i>Diversity Progress Committee</i>
6. Seek input from students; and make sure our intentions are inclusive of all underrepresented groups on campus every three to five years.	<i>Diversity Progress Committee</i>
7. Incorporate diversity goals into administrative faculty position descriptions (and thus into annual reviews), as appropriate to various positions.	<i>Administrative leadership of the college</i>

Appendix A
Committee Charge

TO: Earlham College Community
FROM: Doug Bennett
RE: Charge to a Working Group on Diversity
DATE: September 5, 2000

In the remarks I made to the Earlham community at my inauguration, I spoke about diversity in race and ethnicity as a major aspiration of the next few years. Earlham must become a community that is more diverse in race and ethnicity, one that more successfully fulfills its mission because it is an intentionally plural community. This aspiration emerged clearly out of many conversations I had with members of the Earlham community during my first year.

Racial and ethnic diversity is not the only sort of diversity we seek. I hope we will work together on the many ways we can 'answer that of God in everyone' (a wonderful Quaker phrase). Yet issues of racial and ethnic diversity have proven especially intractable, here and across the country, so I hope it will be a special focus of our attention.

While there has been a great deal of effort at Earlham over the past several years toward the goal of diversity, I believe it is time to undertake renewed focused work with regard to our aspiration to diversity. To make this progress, we need a shared, community-wide commitment.

I want to ask Len Clark (convenor), Phyllis Boanes, Howard Lamson, George Nunez, Shenita Piper, two students to be appointed by Student Government and a staff member to be appointed in consultation with Employee Council to constitute a Working Group on Diversity and to develop for us a plan for making Earlham College a more diverse community. I ask that this group proceed in a two step process:

(1) Consult broadly with members of the Earlham community and draft a vision statement stating how we can and will educate better by becoming a more diverse community. How is diversity an integral part of our mission? We will have broad discussion of the statement once it is drafted, and seek to have it approved by the Faculty, Student Government, Employee Council and finally by the Board of Trustees. I ask that this first step be completed by January 15.

(2) Using the vision statement for guidance, and again consulting broadly, draft a plan for making this vision a reality, especially with regard to racial and ethnic diversity. What concrete steps should we take to achieve greater diversity among our students, faculty and staff? How can we provide a warm and genuine welcome to all who become members of the Earlham community? What should we understand about how we have and have not made progress in the past? How can we move in the direction of an even fuller sharing of the commitment among all members of the community? In what ways should we place initiative or responsibility in particular hands?

In drafting this plan, I ask the working group to think about diversity in all aspects of the life of the college, including: (a) recruitment and retention of students, faculty and staff, (b) curricular requirements, programs and courses; and (c) extracurricular activities, events, speakers and celebrations. The working group may want to ask other groups or standing committees for assistance in drafting various parts of this plan for action (e.g., the Admissions Committee or the Student Development staff).

I ask that the working group consider how to make the best possible use of existing resources and programs (e.g. Cunningham Cultural Center, the current Lilly Bridges grant, the Statement on Religious Life). I will ask the Multicultural Coordinating Circle to prepare an inventory of current efforts toward diversity. The working group will find many constructive ideas in a document entitled "Moving Toward a More Multicultural Campus Climate" that was prepared by a small group of administrative faculty in spring, 1997.

I also ask that the working group consider how we might best draw on advice and assistance from our alumni (for example the African American Advisory Board), and whether there might be fruitful partnerships or joint programs with other institutions (colleges, schools, community organizations, national organizations).

Once this plan is completed (by the end of this academic year, I hope), we will sponsor broad discussion of it as a whole and then submit it to appropriate parts of our governance process for approval.

From the inauguration speech (March, 1998):

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.

I am certain the commitment to diversity here is broadly shared. No single goal was mentioned more often or more forcefully in the conversations I have been having during the past few months. Why, then, have we not made more progress? For two reasons, I think. We have not had a plan bold enough and specific enough for achieving that goal. Good intentions will not be enough. And we have not yet fully grasped that embracing diversity will require each and every one of us to make changes. We do need more African-American faculty, more Hispanic staff and students. We need more in our curriculum and campus programming that is grounded in and speaks to the plurality of humankind. But it is the small, warm, half-conscious things we do that make newcomers feel welcome and at home in our community. We will all have to make adjustments and reach a little further if we are to extend a broader welcome. This cannot be the work of a few. We must have confidence that each of us shares the goal wholeheartedly. And we will all work on the goal of diversity together, or we will not make progress at all.

Appendix B History of the Committee's Work

We began our work in Fall, 2000 in response to Doug Bennett's charge. Throughout the last year and a half, many students, faculty, and staff members have expressed a strong desire that the College make progress with diversity. We have shared in that desire, even as our committee membership has evolved, and our work has taken longer than expected. We have had a strong appreciation for the various campus-wide conversations about diversity that have happened while we worked: from the tearing-down of Teetor House signs to the campus visit by Ann Coulter, to name just two flashpoints of discussion.

Our committee meetings have been open from the start. During part or all of the 2000-01 academic year, our committee included Len Clark (convenor), Phyllis Boanes, Maria Morgan, Howard Lamson, George Nunez, Shenita Piper, Barbara Cullimore, Mark Whitaker, Kalani Seu, Jenny O'Neil, Sara Thorp, and Robert Pollack. Gauri Rajbaidya and Kirsten Bohl provided staff support for the committee. Dipti Baranwal led several focus groups. Other students met with us for a single meeting to provide key feedback; or wrote memos to the committee's attention. Stephanie Gowler compiled focus group data; and Sue Kern and Janice Bragg kept us organized.

Last year's activities (2000-01) included the following: We conducted student and staff focus groups in January and February to elicit feedback on the educational importance of diversity. (The data from these focus groups is compiled at the end of the report.) We drafted a vision statement, which we shared for broad campus feedback and discussion at a student forum, Employee Council, and Faculty Meeting. Len Clark represented us at a Great Lakes Colleges Association (GLCA) campus climate conference as well.

Our committee membership in 2001-02 has been a good deal more stable than the previous year. Our members have included Len Clark (convenor), Maria Morgan, Caroline Higgins, Margaret Hampton, Shenita Piper, Barbara Cullimore, Marjorie Trueblood, and Alisa Damholt. Kirsten Bohl has provided staff support for the committee; and Janice Bragg has kept us on track and on schedule. This fall, we have communicated briefly with the student body to update them on our work. We have revised the vision statement. We have written a plan of action. We had a conversation with members of the Board of Trustees about diversity at the Board's October meeting. We have addressed most aspects of our committee charge, although we have not focused at all on partnerships with other organizations (colleges, schools, community organizations, and national organizations).

Appendix C
An Audit Of Diversity At Earlham College – Fall, 2001

Diversity-Affirming Policies

- “Principles and Practices of the Earlham College Community” adapted by the Board of Trustees states: “Earlham College reaffirms its commitment, in all its activities and processes, to treat all people equally, without concern for age, gender, sexual orientation, race, nationality or ethnic origin.”
- “Principles for Life in Community” in Student Handbook, in reference to “Respect for Persons, Testimony and Expectations” reads: “As members of the Earlham community, we seek to find mutual respect in our relationships with others regardless of race, ethnicity, class, religious preference, gender, physical ability, sexual orientation, or age.”
- Earlham takes steps to protect its members from harassment or harm arising from insensitivity or ignorance and assure the integrity of the college’s commitment to free inquiry in a civil community by enacting Harassment Policy which is clearly stated in the Student Handbook, and by committing ourselves to educating the community.

Diversity-Related Programs

- AAAS
- Borders Program
- Earlham-Lilly Indiana Initiative
- Earlham-Lilly R.E.A.C.H.
- Institute for Education on Japan
- International Programs Office
- Japan Study (GLCA/ACM)
- Jewish Studies
- Latin American Studies
- TESOL Program
- Women’s Studies

Diversity-Related Offices

- Affirmative Action Officer
- Campus Ministry
- Coordinating Circle for Multicultural Affairs

- Director of Multicultural Affairs
- Harassment Board
- International Student Liaison
- The Investment Responsibilities Committee

Diversity-Related Curricula

- AAAS 363 Perspectives on African American Experience
- ENG 202 Russian Literature
- ENG 203 Literature of the Middle East
- ENG 204 African Literature
- ENG 206 Jewish Literature
- ENG 303 Women and Literature
- ENG 304 African American Literature
- ENG 464 Post-Colonial Literatures
- FREN 362 Readings in French Caribbean and African Literature
- FREN 430 French and Francophone Culture
- FREN 440 Culture and Development in Haiti
- FREN 462 From Negritude to Creoleness
- GER 343 Women in German Lit and Culture
- GER 344 New Voices
- HIST 224 Race and Ethnicity in the U.S.
- HIST 226 Traditional East Asia
- HIST 231 African History to 1880
- HIST 232 African History Since 1880
- HIST 234 Gender and Sexuality in Europe and America
- HIST 341 Ancient Near East and Mediterranean Before 331 BCE
- HIST 342 Ancient Near East and Mediterranean After 331 BCE
- HIST 251 Medieval Jewish History
- HIST 270 Native American History
- HIST 353 Latin America to 1825
- HIST 354 Latin America Since 1982

- HIST 355 Russia since 1881
- HIST 367 Women and Men in American Society
- HIST 376 History of West Africa
- HIST 377 History of East Africa
- HIST 368 African American History
- HIST 378 History of South Africa
- HIST 472 Modern China
- HIST 473 Traditional Japan
- HIST 474 Modern Japan
- HIST 480 Seminar: Japanese Women
- JWST 206 Jewish Literature
- JWST 252 Modern Jewish History Since 1750
- JWST 344 Contemporary German-Jewish Writers
- LTST 346 Latin American Culture and Society
- MGMT 341 Leadership in Dealing with Differences
- MUS 360 Topics in World Music
- PAGES 144 Dynamics of Racism
- PAGES 346 Feminism, Ecology and Peace
- POLS 105 Introduction to Comparative Politics
- POLS 107 Politics of Global Problems
- PSYC 366 The Family: East and West
- REL 170 Hinduism and Buddhism
- REL 180 Religions of East Asian
- REL 185 Feminist Spirituality
- REL 230 African American Church History
- REL 285 Judaism
- SOAN 118 Institutions and Inequality
- SOAN 320 Peoples and Culture of Select Area
- SOAN 327 Indigenous Peoples in a Changing World
- SOAN 331 Social Stratification: Poverty and Affluence
- SOAN 364 Gender: Anthropological Perspectives
- WMNS 375 Feminist Theory

Diversity-Related Student Organizations

- Asian Student Union
- Black Leadership Action Coalition (BLAC)
- Black Men's Union (BMU)
- Committee for Justice in the Middle East (CJME)
- International Club
- Japan Earlham club
- Jewish student Union
- Multicultural Alliance ("The Alliance")
- Women in Color
- Women in Science
- Womyn's Center

Diversity-Related Campus Activities

- Black History Month
- Chinese New Year Celebration
- El Dia de los Muertos (Day of the Dead)
- Gospel Revelations
- Harumatsuri (Japanese Spring Festival)
- International Festival
- Kwanzaa
- Umoja
- Extracurricular Events At:
 - Asian Cultural Center
 - Cunningham Cultural Center
 - French House
 - German House/Deutsches Haus
 - Ichthys House
 - International Cultural Center/Hole House
 - Japan House

- Jewish Cultural Center
- Latino Cultural Center
- Spanish Casa Hispana
- Womyn's Center

Appendix D

Seeking and Maintaining a Diverse Faculty at Earlham The Diversity Aspirations Working Group and Faculty Affairs Committee

November 2001

How can we recruit a diverse faculty for Earlham? These committees have been wrestling with this question this fall, in the context of developing practical plans to achieve the diversity goals which have been affirmed by the community as central to our vision of a liberal education. Both committees have asked themselves what we have learned from our past experience in conducting searches and making appointments.

Our review has provided some grounds for satisfaction. Currently, 8% of our tenured and tenure-track faculty are African-American. Another 9% are international. Some departments have been able to rethink and revise their curricular offerings in ways that increase the chances of attracting faculty of color. That, coupled with aggressive search techniques, have provided some successes. Faculty Affairs Committee has begun meeting with each department conducting tenure-track searches, and discussing ways to broaden position descriptions to attract a wider pool. The Director of Multicultural Affairs has been learning and sharing sources and techniques for putting us in conversation with affirmative action candidates. The Academic Dean and the Affirmative Action Officer have also been working with departments to develop broader and deeper pools of such candidates. In some recent cases we have had the wrenching yet satisfying task of deciding between very strong affirmative action candidates for a single position.

However, we are troubled. A number of African-American and international faculty will soon be retiring. Many of these faculty members came because of special circumstances which will be hard to duplicate. Many positions where vacancies occur are in fields with few such candidates. In other cases, departments have not been able so far to redesign curricula and responsibilities in ways that open position descriptions up more broadly. We have not had the resources to provide new full time positions that could be earmarked for affirmative action appointments. Only in limited and scattered places have we been able (usually with grant or other off-budget support) to add adjunct minority faculty...though the curriculum has been much enriched when we have been able to do so.

We believe our diversity aspirations are in danger. With current practices, no matter how effectively pursued, we believe there is scant prospect that we will be able to retain, let alone increase, the percentage of faculty of color. We therefore make the following proposals.

Earlham should:▼

- Seek funds to add positions to the full time tenure-track teaching faculty, positions which could be reserved for persons who help us maintain and increase our percentage of African-American and international faculty, along with other critical needs in our curriculum. To this end, we suggest that our strategic planning effort include the identification of specific positions which would strengthen our curriculum in critical areas, and which could also serve our diversity goals;▼
- Seek funds to provide discretionary appointments of African-American and international faculty in part time temporary enrichment roles (such as guest conductors, guest instructors in such programs as Peace and Global Studies, and African and African-American Studies;▼
- Identify likely openings in faculty positions several years in advance and devote resources to the identification and cultivation of targeted candidates for these positions; ▼
- Revise and update the document, Searching for and Appointing Faculty at Earlham College, and arrange for close monitoring and assistance by the Office of Multicultural Affairs, concentrating especially on tenure-track searches; ▼
- Work closely with departments and programs to redesign position descriptions in ways that make appointment of target categories of faculty more likely.

In summary, we are skeptical that our current efforts, even at their most effective, will be sufficient to meet and maintain our diversity targets. Bold new efforts, involving new resources, will be required. These must be flexibly deployed, to attract full time and part time, permanent and temporary faculty. At the same time, we must continue vigorously to employ the methods we have recently been using with some success. Only a complex, many-faceted strategy and one with diligent and continuous assessment will be successful.

Appendix E
Focus Group Data

[focus group data goes here]