

Diversity Progress Report 2006

To: Earlham Community
From: Diversity Progress Committee
Re: Annual Report of the Diversity Progress Committee
Date: September 2006

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

1. We had an extraordinary year of diversity-relevant speakers, both college and student-sponsored, with James Cone having wide exposure and influence in the role of Charles Lecturer, and with his book being read and discussed by all first year students and many others, faculty and students.
2. This coming year promises to be similarly extraordinary for diversity purposes, with Charles Lecturer Maria Rosa Menocal’s book, *Ornament of the World*, being chosen for all first year students to read and discuss, and being chosen as well as

Diversity Progress Report 2006

- the theme of the Faculty Retreat. It focuses on relations among Jews, Muslims, and Christians in medieval Spain.
3. The Earlham Student Government Leadership Retreat, focusing on diversity issues, was both very successful and widely attended.
 4. Many felt that the follow-up to the controversial invitation and speech of Malik Shabazz could have been far more active in bringing us into dialogue on difficult race-relations issues. Instead, we seemed collectively to sigh with relief that nothing too bad had happened publicly, and went on quickly to other things. The Student Government report in #2 of this report (in the section on plans) remarks that we lost an opportunity for diversity education there.
 5. Many of us feel that the scattered but persistent instances of anti-Semitism are troubling and should be a subject of sustained attention in the coming year.

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

Diversity Progress Report 2006

Goal #1: Maintain and Expand a Diverse Curriculum

Progress and Changes 2005-2006

- **General Education**

<i>Diversity Domestic</i>	Fall 25 courses; Spring 21 courses
<i>Diversity International</i>	Fall 26 courses; Spring 33 courses
<i>Earlham Seminar</i>	Fall 9/15 courses; Spring 3/12 courses
<i>Interpretive Practices</i>	Fall 4/11 courses; Spring 8/13 courses
<i>Comparative Practices</i>	Fall 6/14 courses; 6/15 courses

These courses have been counted on the basis of titles, rather than course numbers. (Many courses appear repeatedly in a GenEd list because of frequent cross-listing. The IP, Esem, and CP lists are of GenEd courses that have diversity as a major content whether or not they meet DD or DI requirements. I have not counted courses that have diversity as content, but do not satisfy a GenEd requirement. There are some courses that do meet these requirements that perhaps should not.

- **PDF** As of 05/01/06, we had budgeted \$59,328 of which \$45,307 (76.3%) was dedicated to diversity-related projects.
- **Charles Lecture** – The Charles Lecturer for 2006-2007 is Prof. Maria Rosa Menocal whose recent book, *The Ornament of the World: How Muslims, Jews, and Christians Created a Culture of Tolerance in Medieval Spain* is the first-year reading for fall, 2006. We will fund groups of faculty who plan to use this book in first-year courses, and the work will be the focus of the 2006 Retreat. As we also did with James Cone's *Risks of Faith* in 2005, the Charles selection and lectures, while carefully following the guidelines of the Charles gift, will also help us in including diversity issues in the first-year experience.

Plans for 2006-2007

- As The Associate Academic Dean, the Registrar, Curricular Policy Committee (CPC), and the Assessment Committee prepare for the 5-year assessment of General Education in 2008-2009, we will send lists of requirement templates for diversity courses to instructors planning D-D and D-I courses. We will explain the need to follow these and to identify them for students.

Diversity Progress Report 2006

Goal #2: Enhance and Enrich Co-Curricular programs and supportive networks – Student Development

Progress and Changes 2005-06:

(Student Development)

- RA's provided more diversity programming in the halls, invited faculty in to speak about diversity, and attended campus wide events.
- Teeter House was given brochures specifically for same sex partners. Peer educators presented a safe sex information meeting, with handouts given directly to each participant in order to disseminate information without embarrassment.
- Islamic students ill during Ramadan were given encouragement and alternative treatments during their fasting hours.
- Women of several cultures have different beliefs on reproductive health. The Health Center has become more creative in our approach to the needs of these women, and worked to help them to feel confident in their cultural beliefs and how they obtain care.
- Hypertension, Heart Disease, and Diabetes information was presented at the Cunningham Cultural Center, targeting African American Student(s).
- Health Services presented a program to the Women's Basketball Team about Women's Health, Safe Sex, and Healthy lifestyle choices.
- New Health Awareness program offered free health screening once each month for all students.
- Actively recruited under represented members of community to fill key student leadership roles
- Created a board of advisors to assist with our Black Student Union (BSU), Black Leadership Action Coalition (BLAC), and Pan African Society at Earlham (PASE) organizations to help them become stronger organizations.
- Very diverse student activity programming (Margaret Cho, Kinsey Sicks, Aesop Rock, Step Afrika, etc.).
- Encouraged more faculty members from under represented groups to become involved (Gene Hambrick, Charles Watson) with student organizations.
- Continued service activities performed by athletic teams
- Funded an outside speaker to talk with athletes in the area of concentration and focus in all areas of college life.
- Day-long summer retreat for international and domestic students who stayed on campus, 25 students participated in the retreat.
- Faith Community Dinner brought together Richmond area clergy, representatives from the Beth Burk Temple, and the Dayton Islamic Center, and the Unitarian Universalist church to meet with new students from a variety of faith traditions.
- Services for High Holy Days. Rabbi Joel Simon conducted Rosh Hashanah and Yom Kippur services at Beth Boruk Temple.
- The 2005 Fall Religious Life Leadership Retreat centered on *Interfaith Dialogue as Peace-Building* was very successful. Eighteen students and seven adults attended this retreat.

Diversity Progress Report 2006

- Ramadan dinner to break the fast. Over fifty students and faculty attended the dinner.
- Juma Prayers for Muslim students and faculty. Dr. Jamal Atalla MD, an Imam from the Islamic Center of Dayton, came to campus weekly to offer the prayers.
- A day and half retreat explored the theme: “Christian and Gay: Is It Possible?” which included a dinner theatre and two presentations.
- Christmas Candlelight Service and the lighting of the luminaries was attended by many students. The service featured hymns and reading of Christmas stories in many different languages.
- Christmas dinner for international and domestic students who were unable to leave campus for the break. The dinner was held at Virginia Cottage on Christmas day. Sixteen students attended the dinner.
- 3-4 unrepresented students per semester spoke at College Meeting for Worship
- Counseling outreach programs with Stall Stories, Wellness Wednesdays, Counseling Tip of the Week in Around the Heart.
- Increased presentations for students going off campus, athletics and residence halls.
- Increased activities for Gay, Lesbian, Bi-Sexual, Transgender, and Queer (GLBTQ) community with updated presentations of Safe Zone training.
- Internet based appointment scheduling system provided more privacy and made it easier for all students to make appointments.
- Continued annual weekly, monthly and yearly diversity celebrations and programs (i.e. Black History Month, Pride Week, Hispanic Heritage Month, etc.)
- Worked collaboratively with Student Activities and the Events Coordinator to bring a diversity of speakers and performers.
- Worked collaboratively with Admissions on the recruitment of students of color.
- Created more support and structure that strengthened minority student organizations.
- Deepened relationships with International Programs Office in providing vocational counseling and services for international student population.
- Created Student Alumni Mentoring Program with a focus on religious leadership externships.
- Intentionally hired a diverse group of work-study students.
- Advertised and encouraged attendance at more regional multicultural job fairs.
- Hired Internship Coordinator work-study student to focus specifically on underrepresented student populations.
- Faithfully adhered to the Bonner Program diversity guidelines.
- Created Peer Career Advisor student leadership position in order to connect more intentionally with diverse populations.
- Created the "Lucy Booth"- traveling Service Learning & Career Development Center office.

Diversity Progress Report 2006

Plans for 2006-07:

(Student Development)

- Health Services is currently beginning committee work on Pandemic Flu preparedness.
- Obtaining a 2-year internship grant for National Collegiate Athletic Association (NCAA) for Women & Ethnic Minority (Grant application has been submitted)
- Analyzing in order to better address the academic needs of minority student athletes.
- Continuing to offer Faith & Values lunches.
- Continuing summer retreat for international/domestic students.
- Continuing the Christmas dinner for international and domestic students on campus during winter break.
- Planning a Gospel Fest in conjunction with Black History Month and/or Umoja Week.
- Working with International Programs Office (IPO) to plan an alternative spring break work trip which would include international students.
- Increasing collaboration with International Programs Office for programming.
- Beginning anonymous online support groups for reluctant students who need support.
- Initiating a comprehensive diversity recruitment plan for America Reads program targeting underrepresented student populations.
- Continuing to deepen relationships with traditional student of color groups on campus.
- Developing of local, paying internships in order to attract underrepresented student populations.
- Continuing to faithfully adhere to Bonner Program diversity requirements
- Sponsoring community forum looking at issues of race and education in Richmond / Wayne County.
- Creating a comprehensive marketing plan and campaign targeting all sectors of campus.

Challenges:

(Student Development)

- Building more effective diversity programming in the residence halls.
- Building better advising for international clubs and our Gay, Lesbian, Bi-Sexual, Transgender, and Queer (GLBTQ) organizations.
- Continuing to assess needs among underrepresented student populations.

Diversity Progress Report 2006

Goal #2: Enhance and Enrich Co-Curricular programs and supportive networks – Student Government

Progress and Changes 2005-2006

(Earlham Student Government)

- Earlham Student Government (ESG) leadership retreat held January 6th and 7th 2006

Focused extensively on diversity issues and was attended by a group of students from across a large spectrum of campus life. The retreat included a keynote address by Steve Heiny and Phyllis Boanes as well as workshops on race issues by Gene Hambrick, Trayce Peterson and Deb McNish, among others.

- Student Activities Board (SAB) sponsored or co-sponsored numerous events were chosen to appeal to a diverse group of students.
- Student Organizations Council (SOC) allocated a larger than usual proportion of funds to diversity related groups due to increased demand for specific events.
- In planning for our major event of the fall, *Day of Service*, a great deal of attention was put into how the event would appeal to as wide a spectrum as possible.

Plans for Next Semester Spring 2006 *(Earlham Student Government)*

(Earlham Student Government)

- Do a better job reaching out and engaging in dialogue with student group leaders that support diversity on campus.
- Actively seek input from those groups who are underrepresented on Earlham Student Government (ESG). We anticipate one or possibly two openings on cabinet for the fall which will be voted on from an applicant pool. A long look will be taken at how we can give greater voice to under-represented groups in this process.
- Never shy away from difficult discussions that may arise because they revolve around racial tension. *Following the Malik Shabazz speech we chose not to encourage discussion or release a statement about the event. Without leadership from any quarter, an opportunity for productive dialogue on campus was lost.*
- Work to ensure that Earlham Student Government (ESG) events such as the homecoming dance and others are attractive to a wide spectrum of students.

Challenges:

- International student participation continues to be disproportionately high, while African American and Hispanic/Latino participation continues to be disproportionately low which raises questions.
- The Student Activities Board (SAB) schedule is rather lacking in events outside old standbys such as bowling, which can reasonably be expected to attract diverse audiences. The Student Activities Board (SAB) member, who was booking “diverse” programming for the most part last semester, graduated. We will encourage a second look at the schedule.

Diversity Progress Report 2006

- We hope to do a better job translating our discussions into substance. We appreciate the efforts of all those on campus who work on diversity-related issues, especially Shenita Piper and Marya Bower. We look forward to building stronger relationships with these and other leaders as we understand the part that Earlham Student Government (ESG) can play in this work more fully.

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

Progress and Changes 2005-2006:

(Admissions)

- Application pool of multicultural students remained strong for Fall, 2006
- Continued increased selectivity of multicultural applicants
- Increased % of U.S. multicultural students from 15% to 16% for Fall, 2005
- Increased % of international students from 11% to 12% for Fall, 2005
- Effected results from partnership with the City of Gary's *Runnin' Rebels* program with fewer but stronger students enrolling.
- Increased geographical diversity of U.S. multicultural students. Fifty-one percent of the African American students came from outside Indiana.
- Effected results from the pilot project for focused multicultural recruitment in several U.S. cities.
- The few financial aid packages that were uncapped went solely to multicultural students.
- Continued the financial commitment to international students
- Continued aggressive application fee waiver program for multicultural students
- Provided travel subsidies to multicultural students visiting campus
- Enrolled 18 students, up from 11 through the second year of Earlham's agreement with the Davis Foundation that provides Earlham with funds to assist the financial aid awards for international students from United World Colleges
- Increased involvement with the National Hispanic Institute and agencies serving Hispanic and African American students in Chicago.
- Sponsored a booth at Indiana Black Expo for connections with alumni and referral sources
- Represented Earlham at the U.S. Hispanic Leadership Institute in Chicago
- Conducted Hispanic student college fairs in Arizona, Colorado, Texas, and Chicago
- Visited nine of thirteen states with multicultural populations exceeding 25% of the population and visited 39 of the 54 markets in those states
- Assisted and equipped faculty members for multicultural recruitment
- Multicultural receptions and interview sessions held off campus
- Experienced success with new business reply card with ethnicity designations
- Monitored high schools visited by admissions counselors to determine the ethnic breakdown
- Increased activity to enroll multicultural Explore-A-College (EAC) and Hughes Academy students

Diversity Progress Report 2006

- Mailed multicultural recruitment poster to approximately 1000 community organizations
- Mailed multicultural recruitment poster to approximately 400 African American churches

(Student Development)

- Established a housing selection process that supports the development of community.
- Continued to direct and support the College Writing Program: Summer Writing Intensive (SWI) and Early Intervention Program (EIP).
- Continued to coordinate the accommodation needs of students with disabilities.
- Coordinated drop-in tutoring sessions for Biology 112, Chemistry 111, 221, 321, and 33, Economics 101 & 103, Math 120, Philosophy 130.
- Continued our one-on-one work with students on academic probation.
- Provided tape recorders to a few language tutors.
- Sponsored a Reading Rate and Comprehension Course.
- Gave academic resources to the Cunningham Cultural Center (CCC) Café program: dictionaries, thesaurus, scientific calculator, Spanish dictionary, lamps, and file cabinet with lock.
- Surveyed members of the Black Student Union to gather information about their interest in a peer-mentoring program and other possibilities.
- Held two focus groups with members of the teaching faculty to discuss the writing needs of their students.
- Increased the percentage of ethnic minority & international student athletes.
- Deepened relationships with International Programs Office in providing vocational counseling and services for international student population.
- Intentionally hired a diverse group of work-study students
- Faithfully adhered to Bonner Program diversity guidelines.
- Intentionally selected more international students to the Bonner Scholars Programs.
- Advertised and encouraged attendance at more regional multicultural job fairs

Plans for 2006-2007

(Admissions)

- Increase focused outreach in and around major U.S. cities led by the new Assistant/Associate Dean and Coordinator for Multicultural Recruitment.
- The Admissions and Financial Aid Advisory Committee will conduct a review and study of multicultural recruitment and outcomes.
- Host receptions and off campus interviews for multicultural students
- Continue with National Hispanic Institute (NHI) fairs (Colorado, Texas & Chicago)
- Continue outreach to African American churches
- Consider multicultural alumni referral project
- Recruit a wider range of geographically diverse minority student-athletes.

Diversity Progress Report 2006

- Continue to work with African American Advisory Board (AAAB) and institutional advancement for scholarships for African American students.

(Student Development)

- To arrange the housing selection process so students will be able to remain in communities where they are growing and developing.
- Plan to act on the survey results from members of the Black Student Union.
- Plan to hire a consultant who understands the nuances of supporting writing across the curriculum at a highly-selective college using a part-time professional and a writing lab staffed with peer tutors.
- Analyze and address the academic needs of minority student athletes.
- Comprehensive diversity recruitment plan for America Reads program targeting underrepresented student populations.
- Continue to deepen relationships with traditional student of color groups on campus
- Development of local, paying internships in order to attract underrepresented student populations.
- Sponsor community forum looking at issues of race and education in Richmond/Wayne County.

Challenges

(Admissions)

- Convincing well-prepared and academically strong multicultural students to choose Earlham College
- Remaining financially feasible for students with high need
- Developing new scholarships
- Encumbering adequate resources for programming activities and events

(Student Development)

- Current Residence Life housing process does not allow for students to stay in a specific building/community.
- Maintaining the number of multi-cultural and international students athletes in an atmosphere of increased selectivity.
- Continuing to assess needs among underrepresented student populations.
- Balancing encouraging student growth and agency while meeting perceived needs.
- Attracting more underrepresented student populations to Service Learning and Career Development Center (SLCDC) activities.

Diversity Progress Report 2006

Goal #4: Recruit, Hire, and Retain an Increased Number of Faculty who Reflect a World that is itself Diverse and Multi-faceted

Progress and Changes 2005-2006

(Faculty)

- Tenure-track and Visiting Faculty Appointments:
 - Tenure-track (2 filled, 2 searches deferred)
 - Women: 1 (History)
 - International/Minority: 1 (History)

- Visiting (full-time only: 6 positions, of which 2 are still open as of 4/11/05)
 - Of 9: (3 still unfilled as of this date)
 - Women: 2 (Psychology, Japanese)
 - International/Minority: 2 (Japanese, Politics)

- Diversity funding variety:
 - Target likely AA target searches for special efforts
 - Succeeded in History; English search failed to find the right candidate

 - Devote time/attention to faculty retention
 - FISC began annual program of contact with/ party for targeted cohorts; this year it involved the large 2004 cohort

Plans for 2006-2007

(Faculty)

- Continue efforts on all 05-06 plans. They are all “works in progress”.

Diversity Progress Report 2006

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 2005-2006

(Staff)

- Updated the search manual for supervisors (filling staff vacancies). It now includes information about illegal questions. In an attempt to save paper, the search manual was available only on the Business Office web site, but we found that several supervisors hadn't reviewed the information prior to interviewing candidates. For future searches, a paper copy will be sent to the supervisor, along with the updated Request to Hire form, with the first set of applications we receive for the position.
- With assistance from the Affirmative Action Officer, we reviewed and updated the distribution list used to send vacancy postings off campus. We also designed a form which will be distributed to candidates who are interviewed, requesting affirmative action information.
- The Assistant Vice President met with the Provost to look at commonalities between staff and administrative faculty search processes.
- A portion of the Fall 2005 Staff Retreat focused on communicating effectively with international students. It was very well received!
- Changed the language to the Staff Mediation Group and Grievance sections of the Staff Handbook. Final language changes were approved in early Spring 2006, and the Handbook updates were distributed at the end of March.

Plans for 2006-2007

(Staff)

- The Fall 2006 Staff Retreat topic is about the "internationalization" of Earlham (International Programs Office, international students, why off campus study and exposure to different cultures is important to Earlham, etc.).
- Initiating a review of the performance appraisal form/process for staff.
- Early planning for diversity training programs for staff.

Challenges

(Staff)

- We had hoped to improve our Brio report-writing skills this year, in order to access, compare and verify the affirmative action data in Banner, with that in the payroll system. Earlham Computing Services's priorities have been in other areas, so we await the opportunity to continue this training.

Diversity Progress Report 2006

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

Progress and Changes 2005-2006

- Annual Diversity Report submitted to the Board of Directors, faculty, staff and students
- Training provided for search conveners in academic departments for tenure track searches
- Benchmark tool updated to monitor progress and compare additional 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 of the Diversity Plan

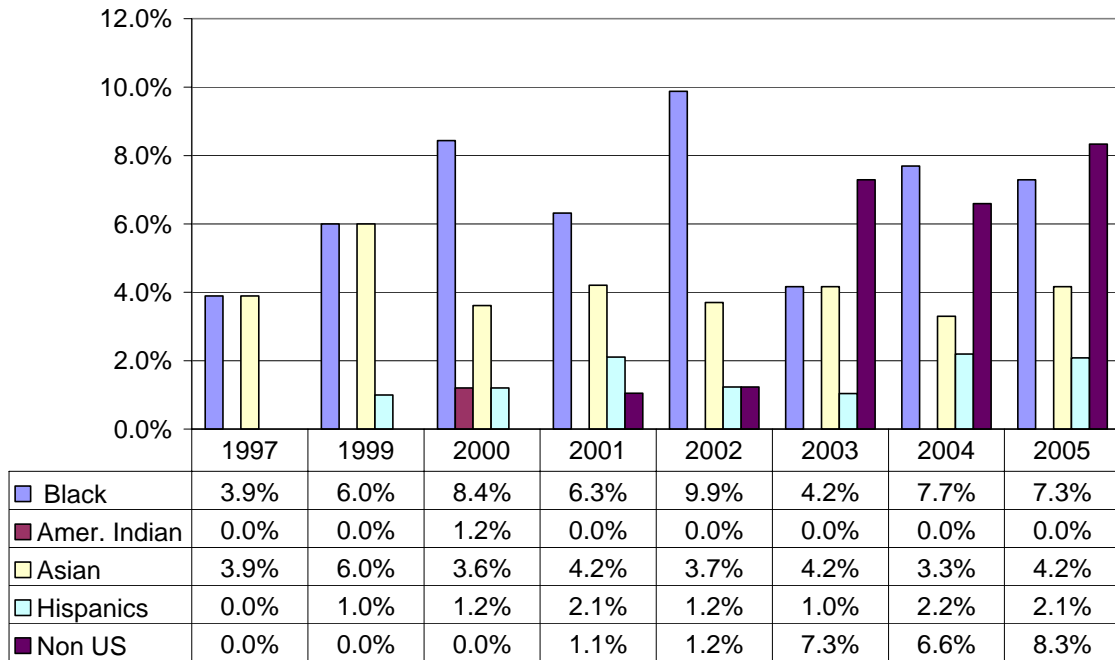
Diversity Progress Report 2006

Plans for 2006-2007:

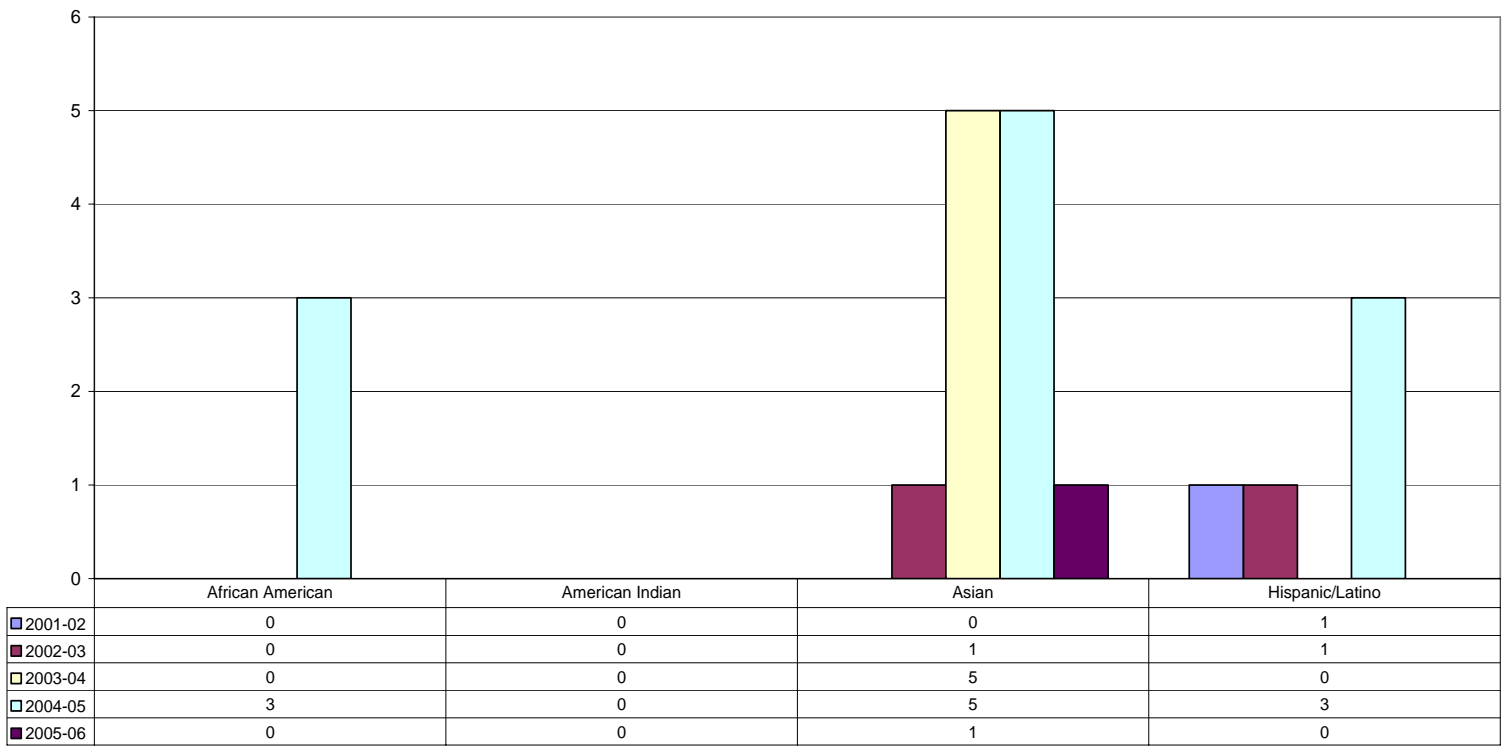
- Incorporate statistical data that measures the diversity within racial minority groups/supporting the college's review of African American student recruitment as it relates to athletics, Summer Writing Intensive, financial aide and the curriculum
- Incorporate diversity goals into administrative faculty position descriptions (and thus into annual reviews), as appropriate to various positions
- Collect diversity statistics for the 2006-2007 academic year that will help assess the progress of the diversity plan
- Train search conveners in academic departments for tenure track searches

Diversity Progress Report 2006

Teaching Faculty Ethnicity - Whites Excluded

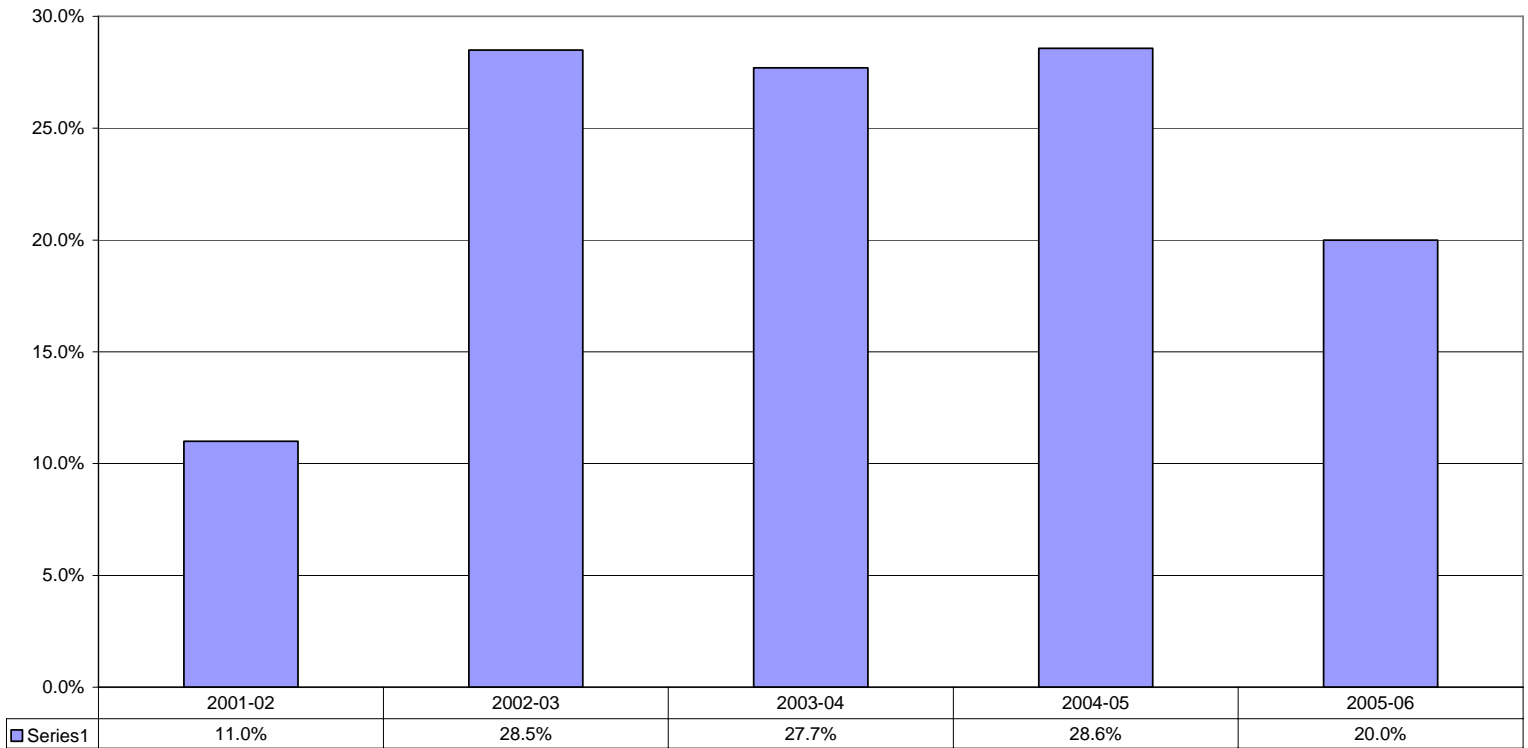


Number of Minority Teaching Appointments

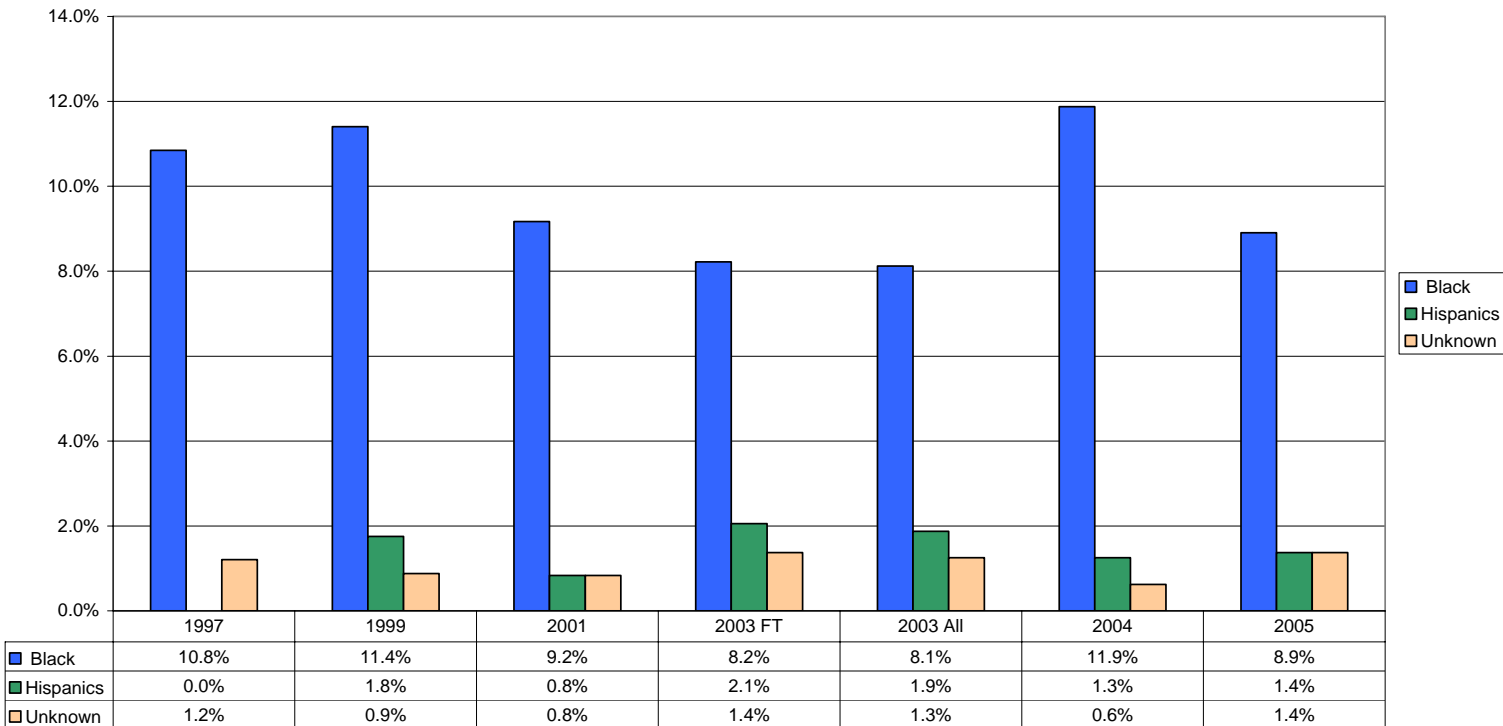


Diversity Progress Report 2006

Percentage of Minority Teaching Appointments

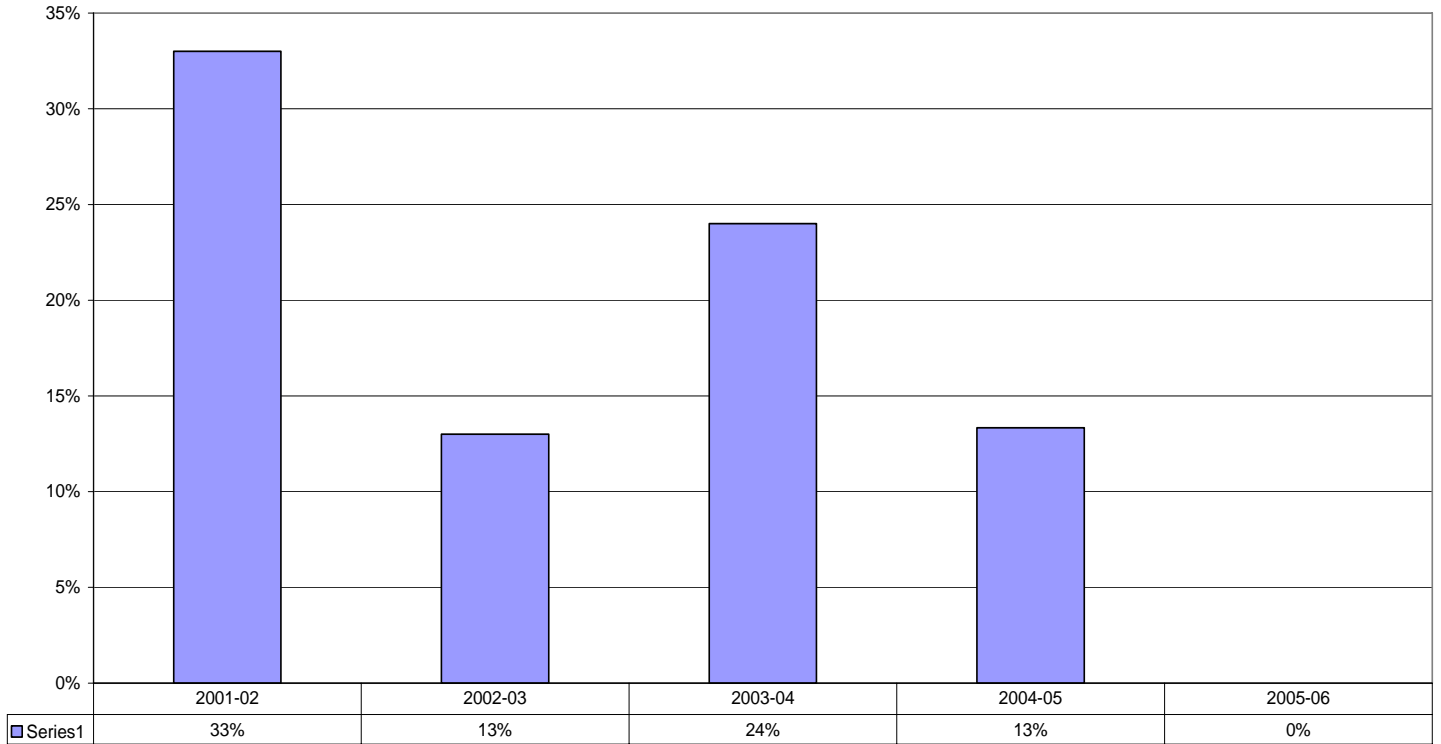


Administrative Faculty Ethnicity - Whites Excluded

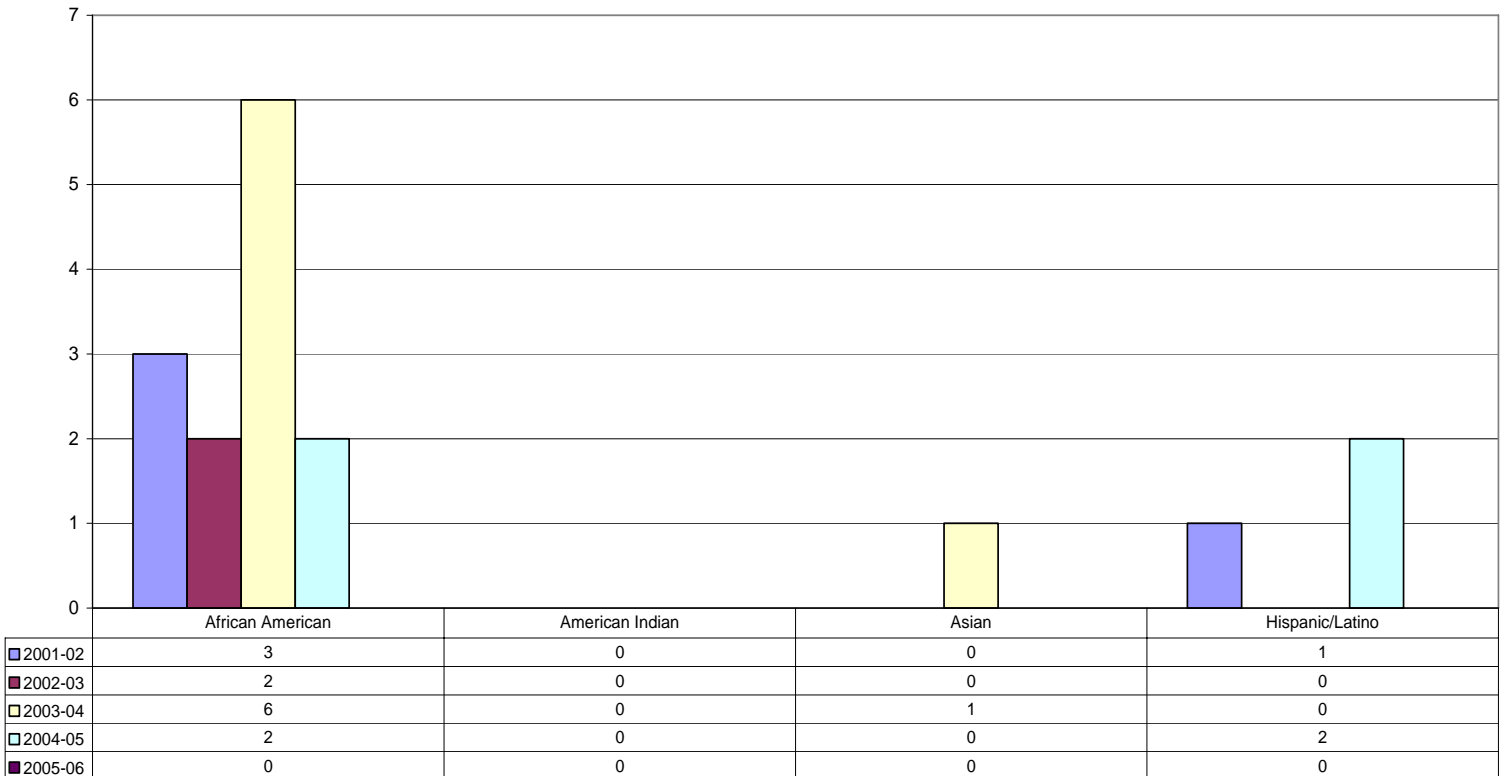


Diversity Progress Report 2006

Percentage of Minority Administrative Appointments

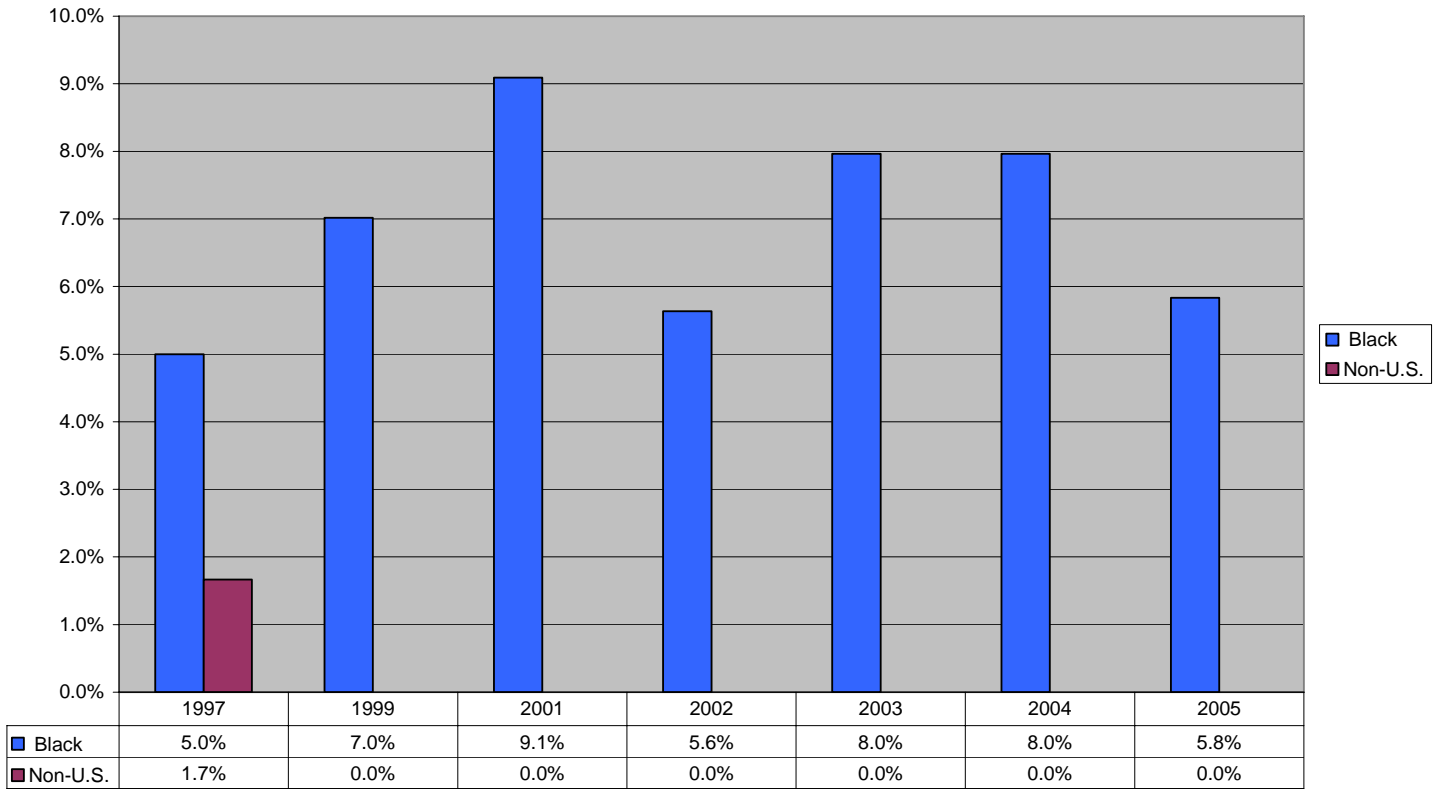


Number of Minority Administrative Appointments

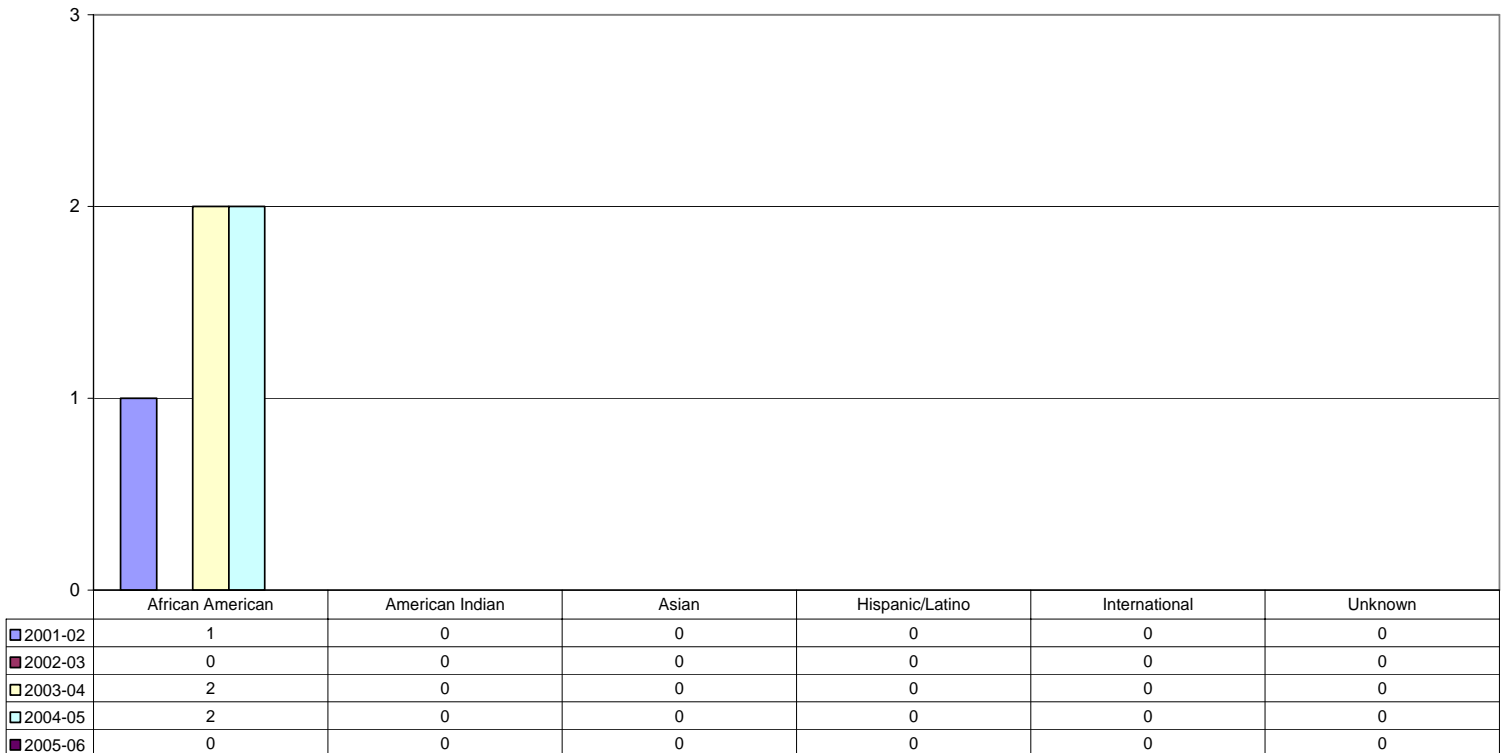


Diversity Progress Report 2006

Staff Ethnicity - Whites Excluded

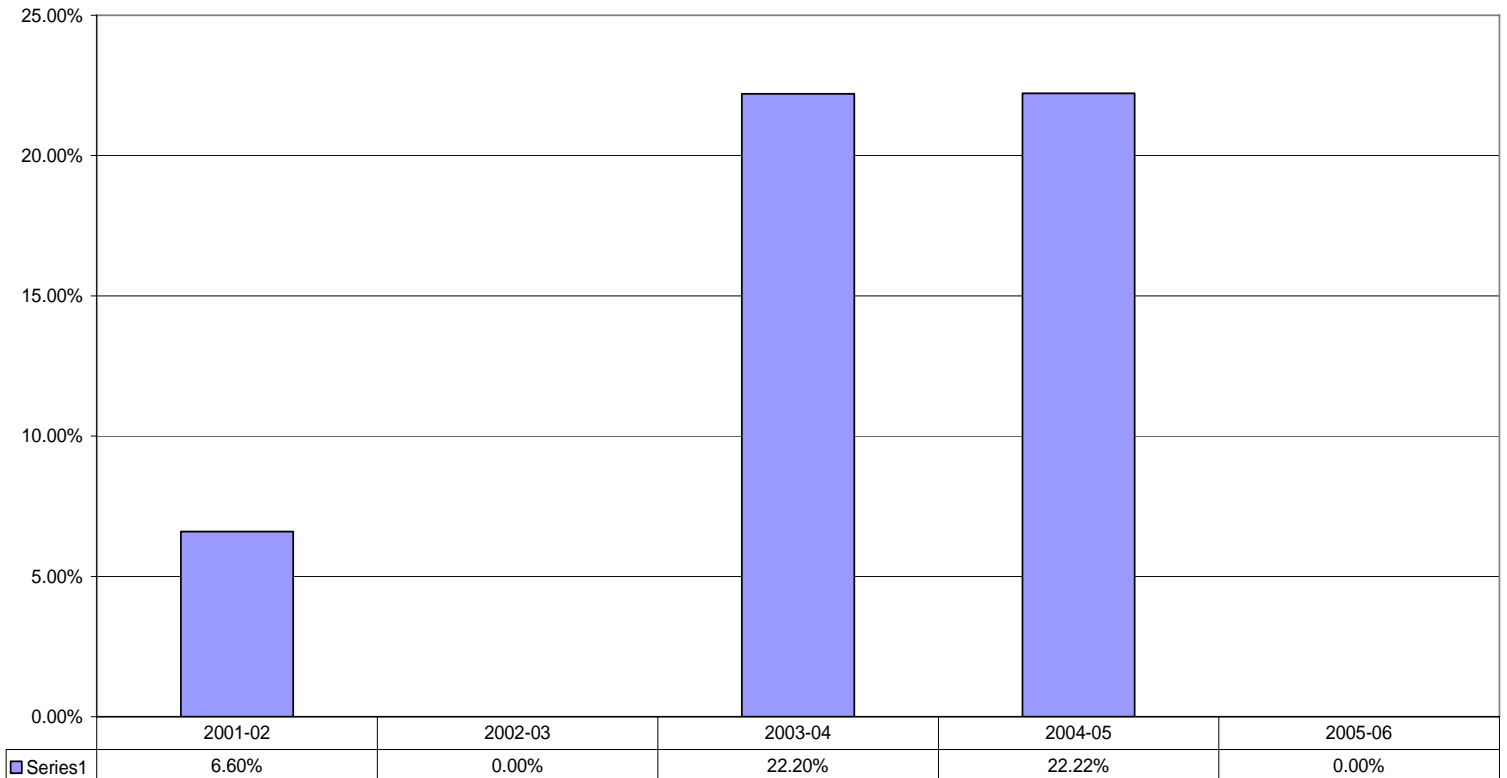


Number of Minority Staff Appointments

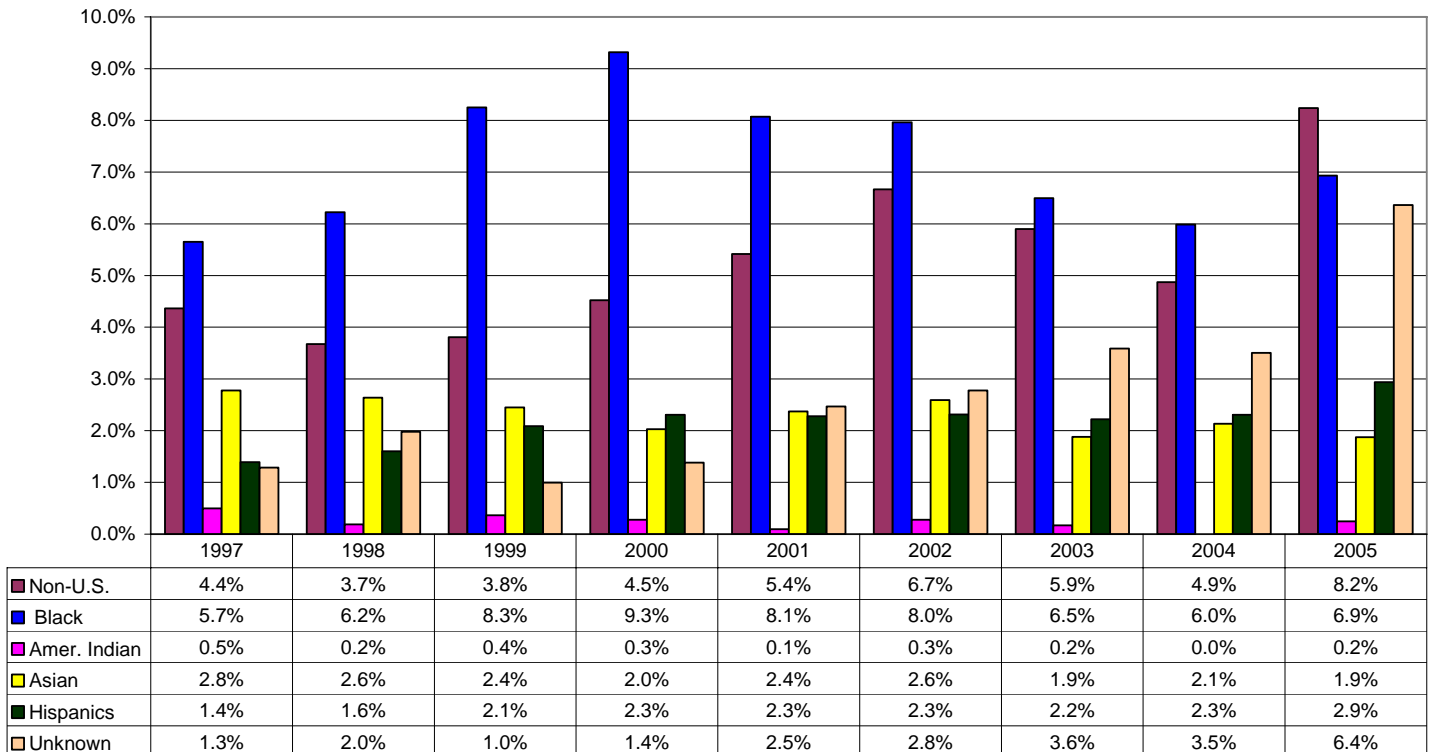


Diversity Progress Report 2006

Percentage of Minority Staff Appointments

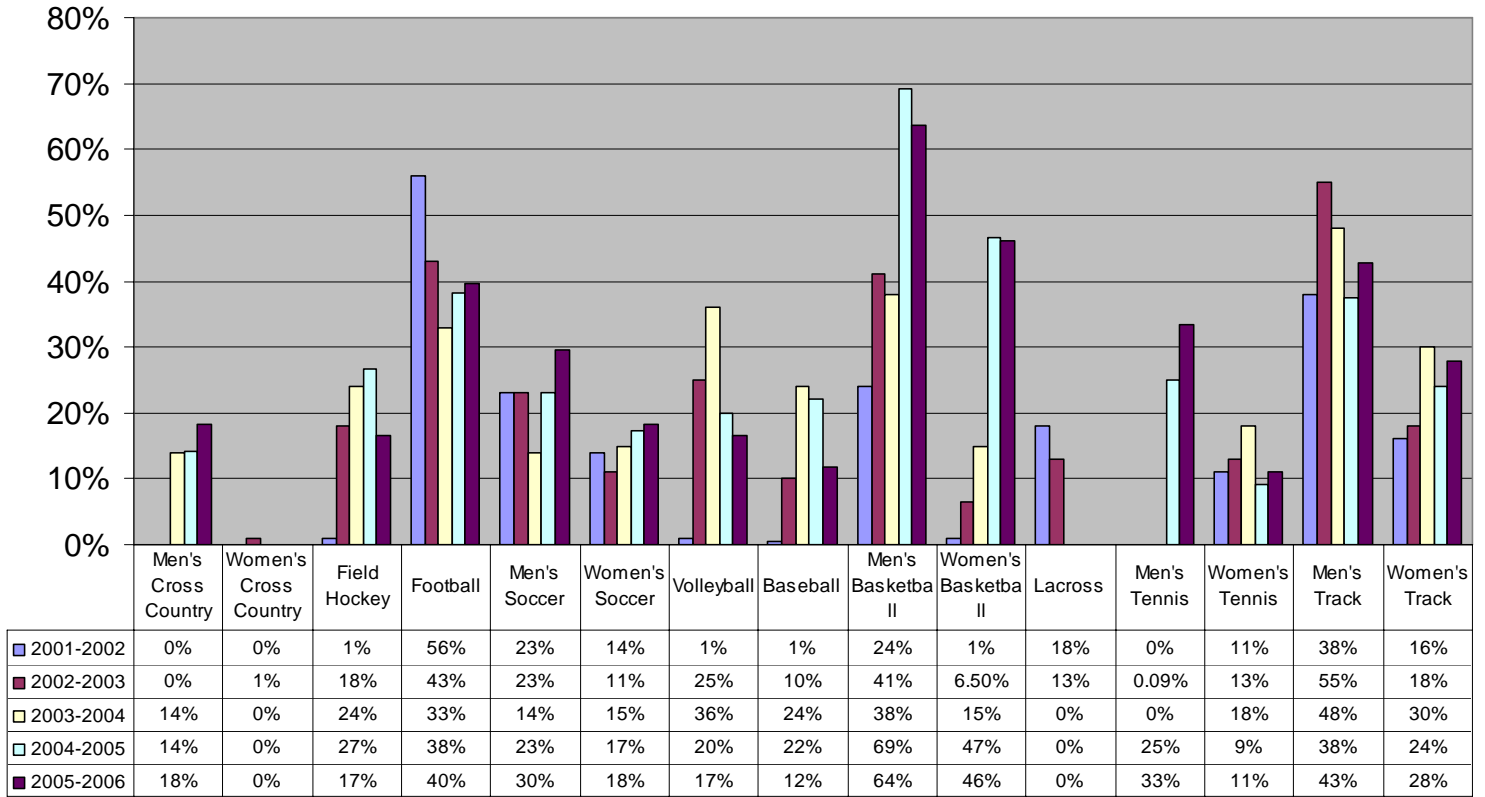


Percentage of Minority Student Enrollment - Whites Excluded Common Data Set/Institutional Research

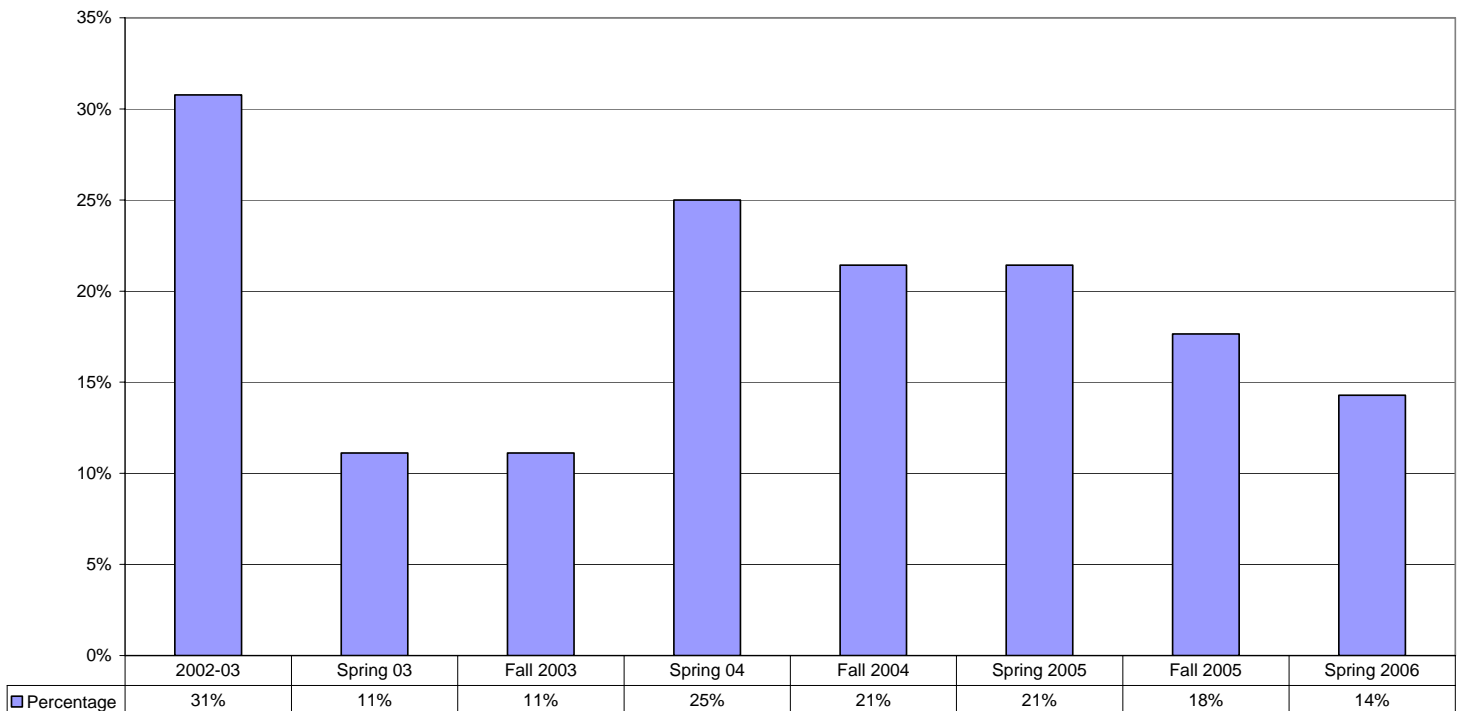


Diversity Progress Report 2006

Minority Athletes

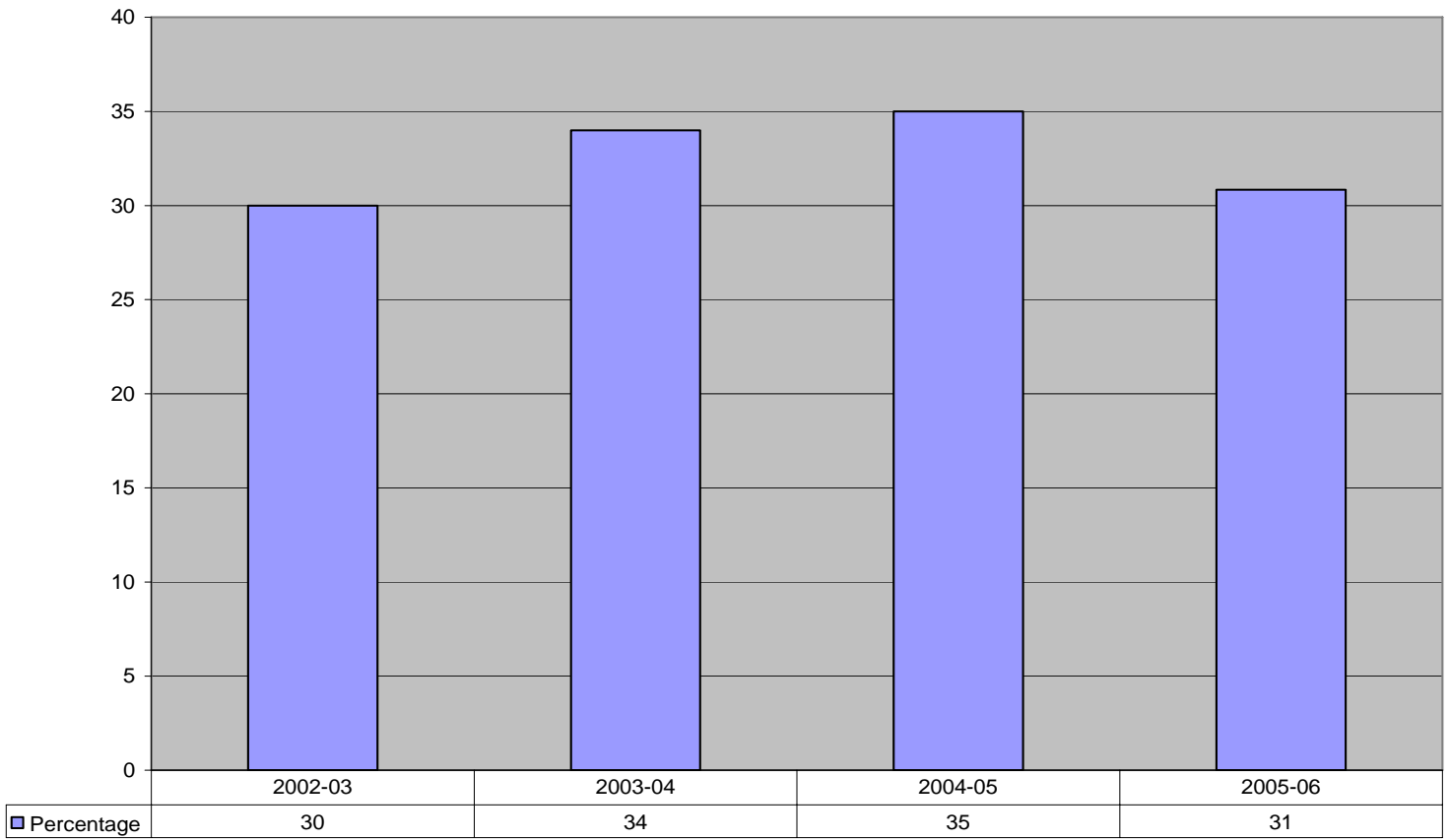


Percentage of Minority Student Government Members

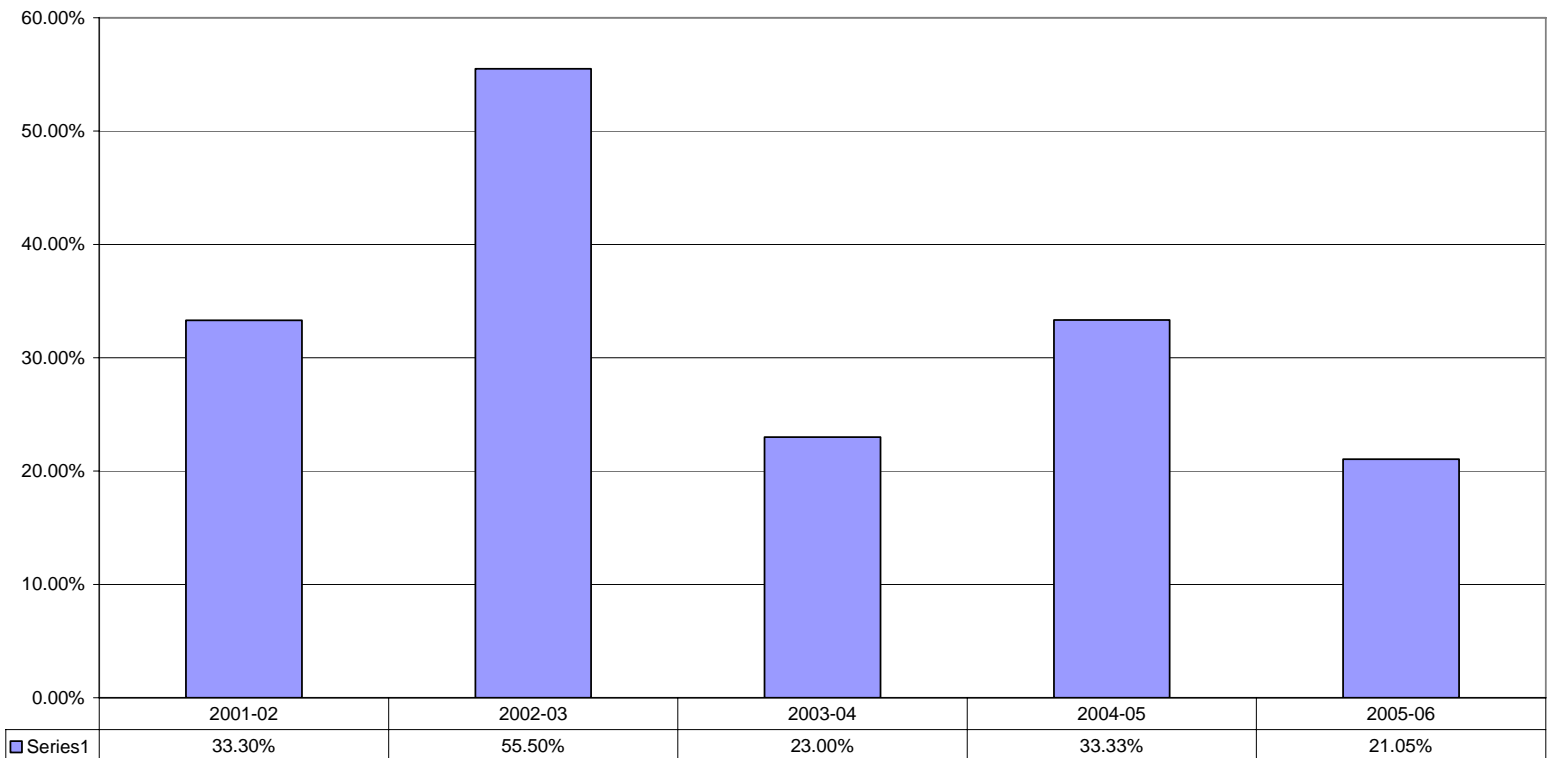


Diversity Progress Report 2006

Percentage of Multicultural / Intercultural Courses Offered

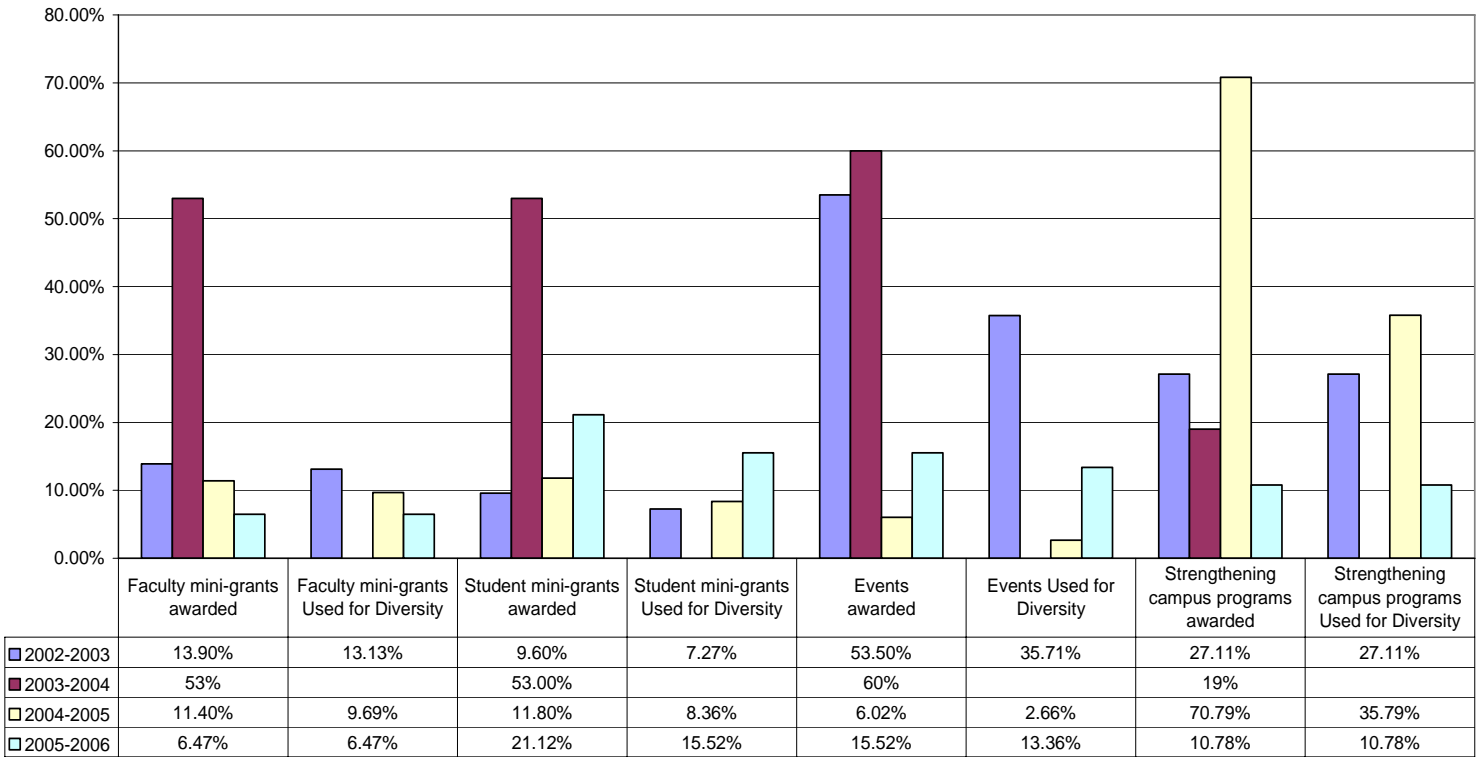


Percentage of Diversity Ford Knight Projects

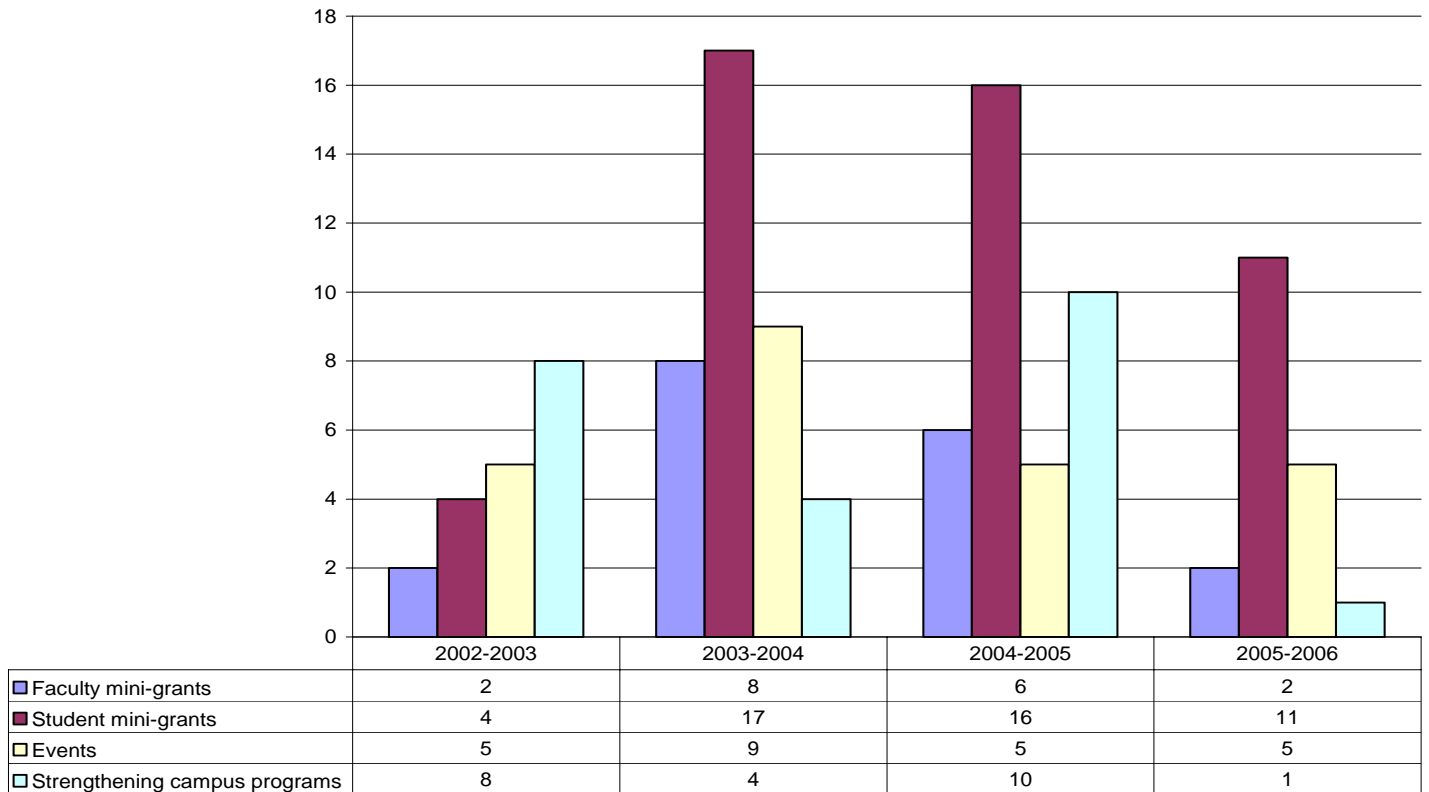


Diversity Progress Report 2006

Percentage of Plowshares Funded Diversity Research or Projects

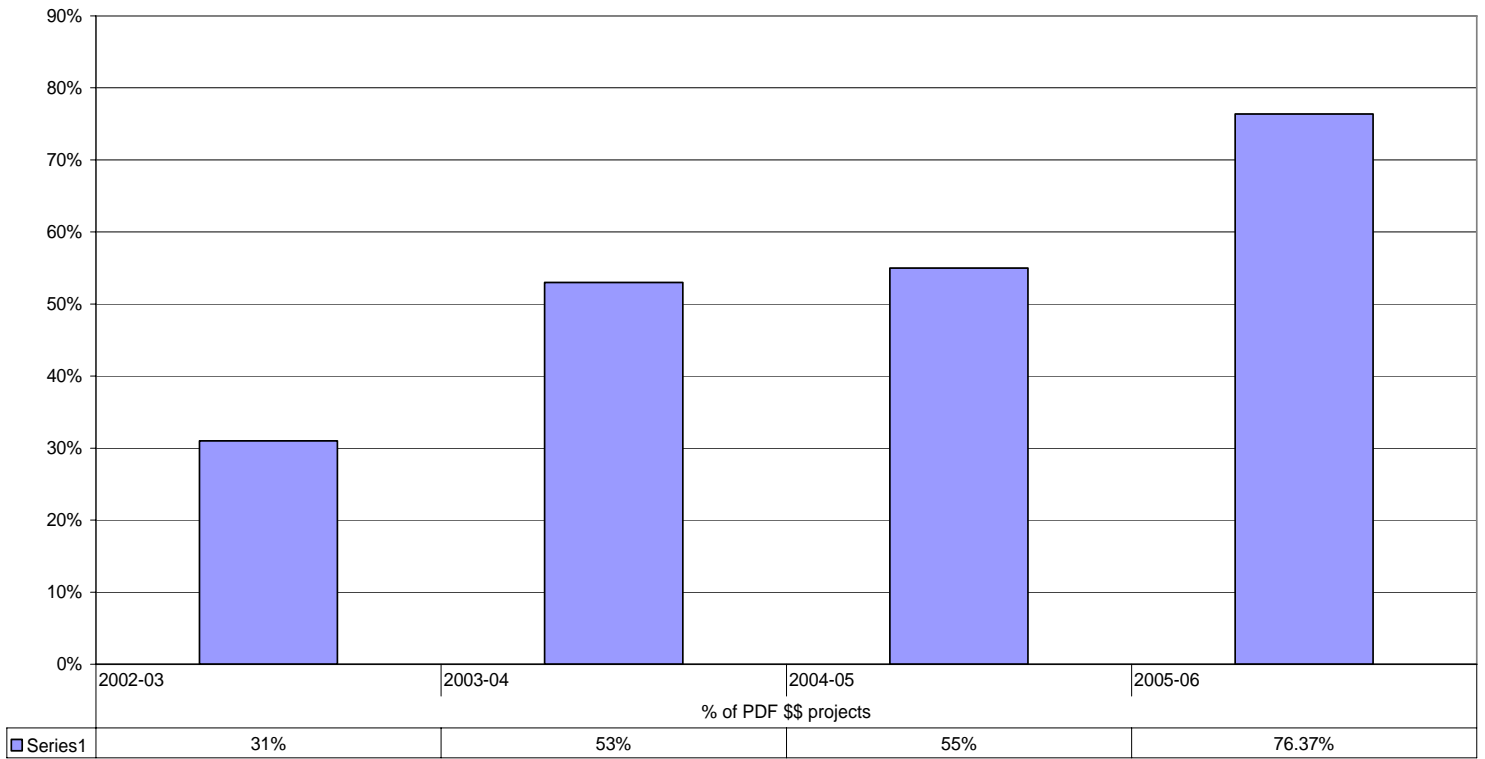


Plowshares Diversity Grants Awarded



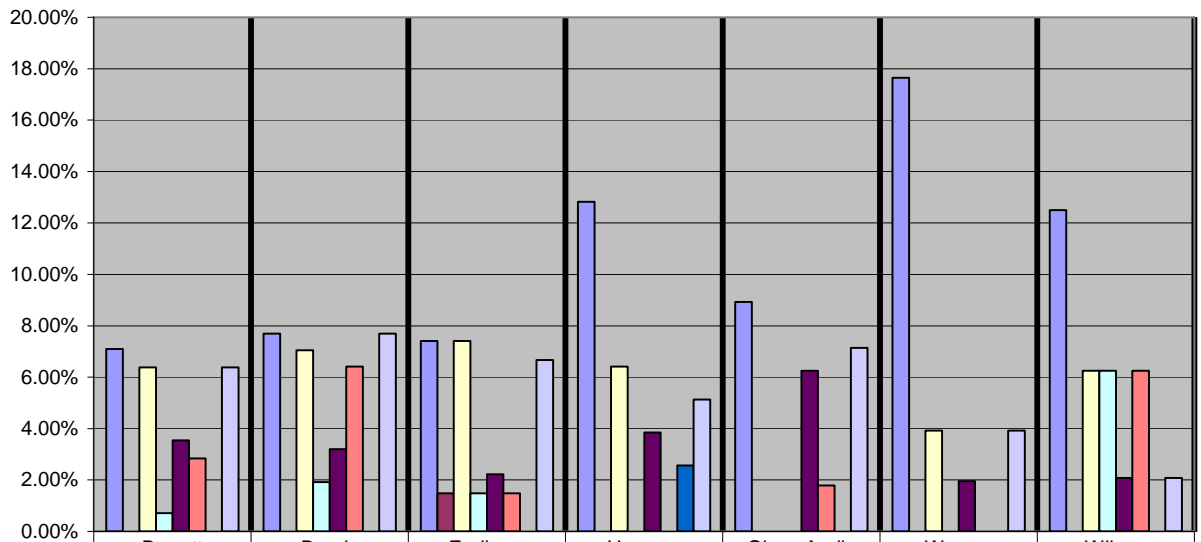
Diversity Progress Report 2006

Percentage of Professional Development Funded Used for Diversity Research and Projects



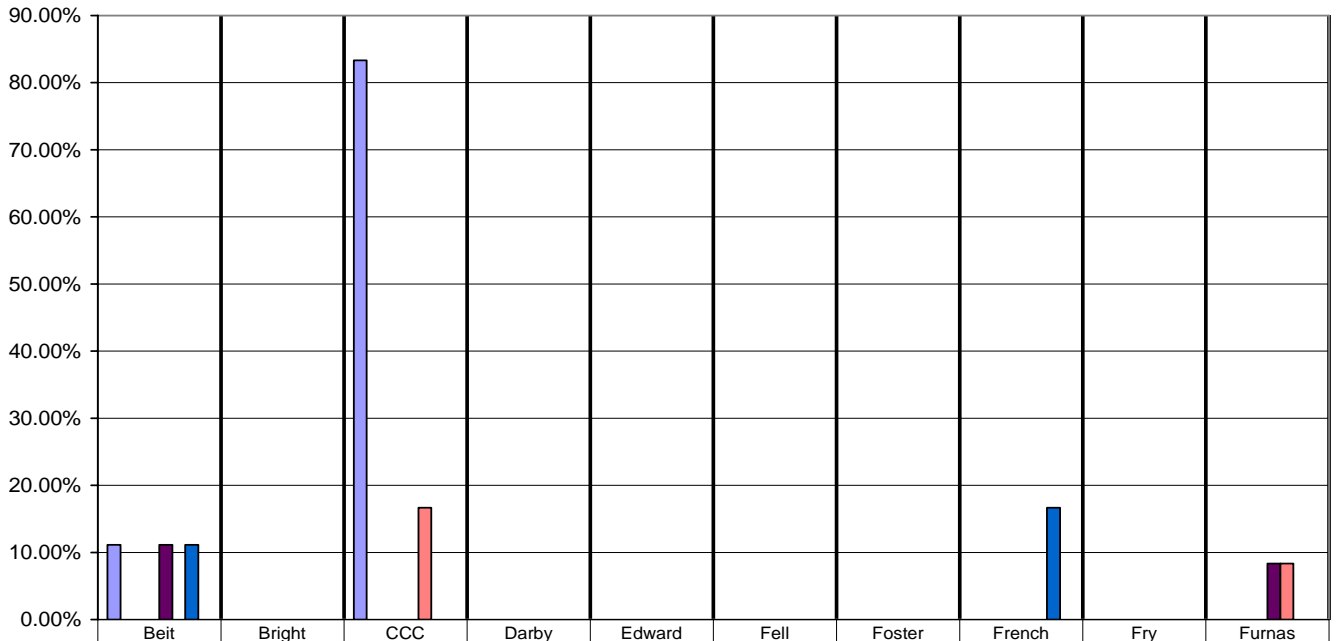
Diversity Progress Report 2006

Percentage of Minorities by Residence Hall Fall 2005



	Barrett	Bundy	Earlham	Hoerner	Olvey-Andis	Warren	Wilson
African American/Black	7.09%	7.69%	7.41%	12.82%	8.93%	17.65%	12.50%
American Indian	0.00%	0.00%	1.48%	0.00%	0.00%	0.00%	0.00%
Asian/Asian Pacific	6.38%	7.05%	7.41%	6.41%	0.00%	3.92%	6.25%
Biracial	0.71%	1.92%	1.48%	0.00%	0.00%	0.00%	6.25%
Hispanic/Latino	3.55%	3.21%	2.22%	3.85%	6.25%	1.96%	2.08%
International	2.84%	6.41%	1.48%	0.00%	1.79%	0.00%	6.25%
Other	0.00%	0.00%	0.00%	2.56%	0.00%	0.00%	0.00%
Unknown	6.38%	7.69%	6.67%	5.13%	7.14%	3.92%	2.08%

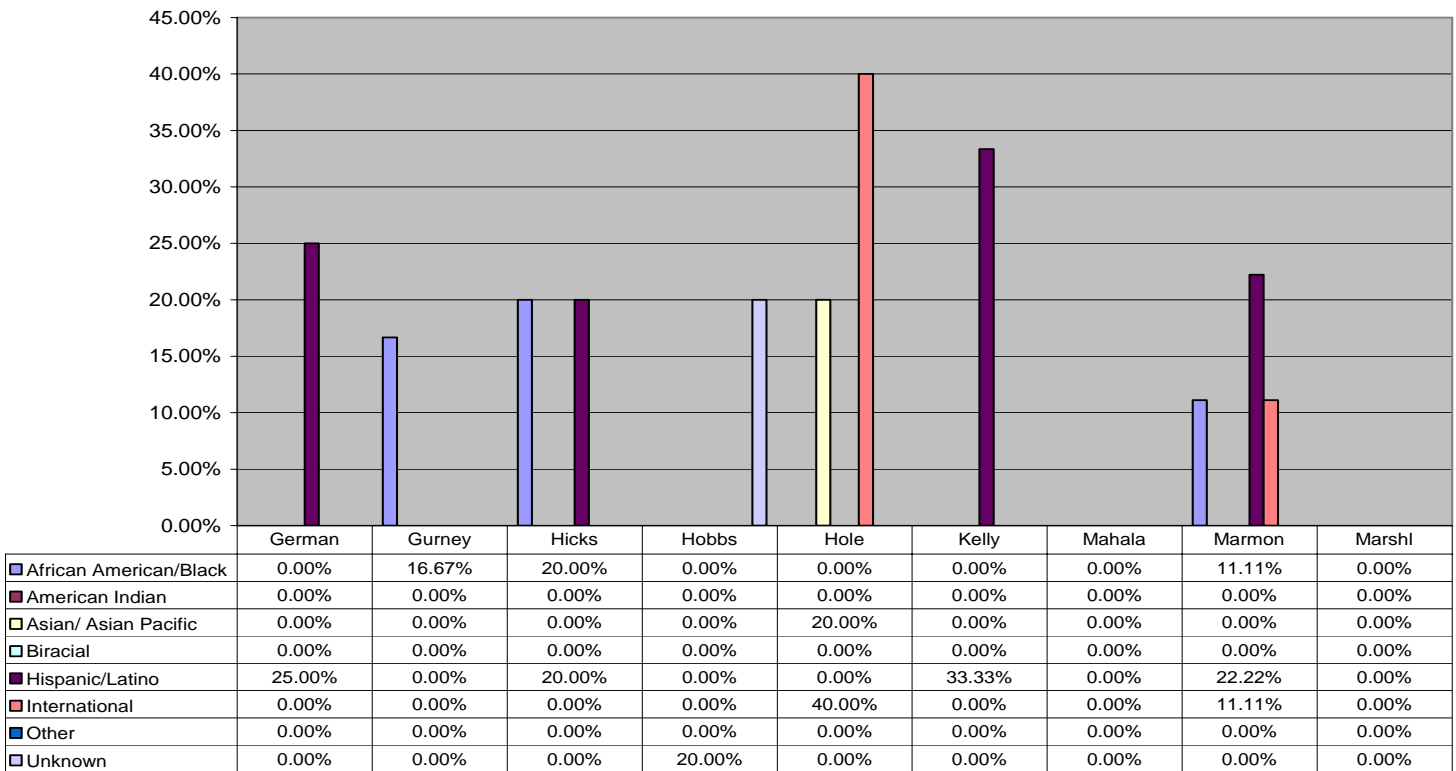
Percentage of Minorities in Residence Houses - Fall 2005 (Pt. 1)



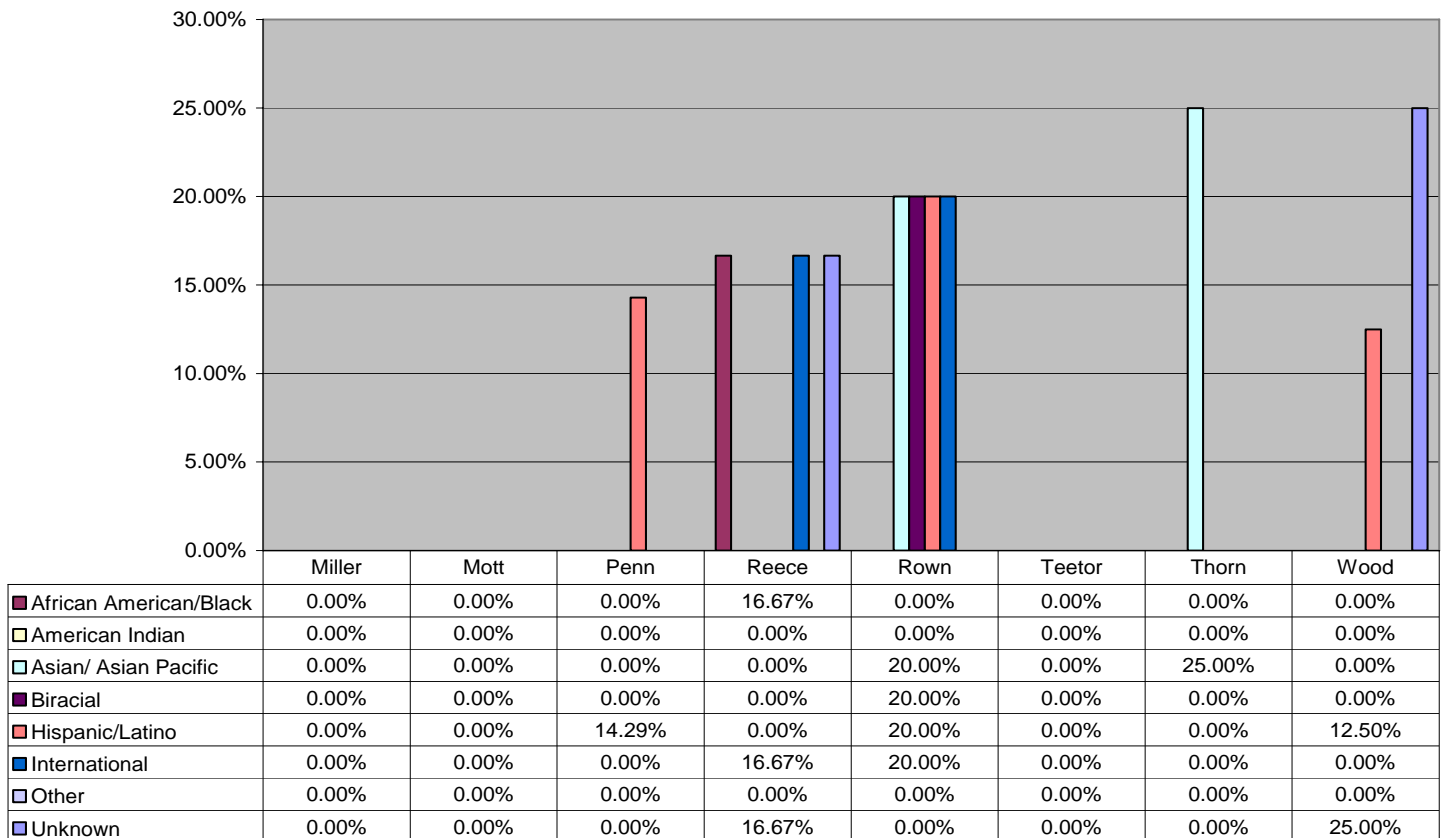
	Beit	Bright	CCC	Darby	Edward	Fell	Foster	French	Fry	Furnas
African American/Black	11.11%	0.00%	83.33%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian/Asian Pacific	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Biracial	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic/Latino	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%
International	0.00%	0.00%	16.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%
Other	11.11%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	16.67%	0.00%	0.00%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Diversity Progress Report 2006

Percentage of Minorities by Residence House Fall 2005 (Pt.2)

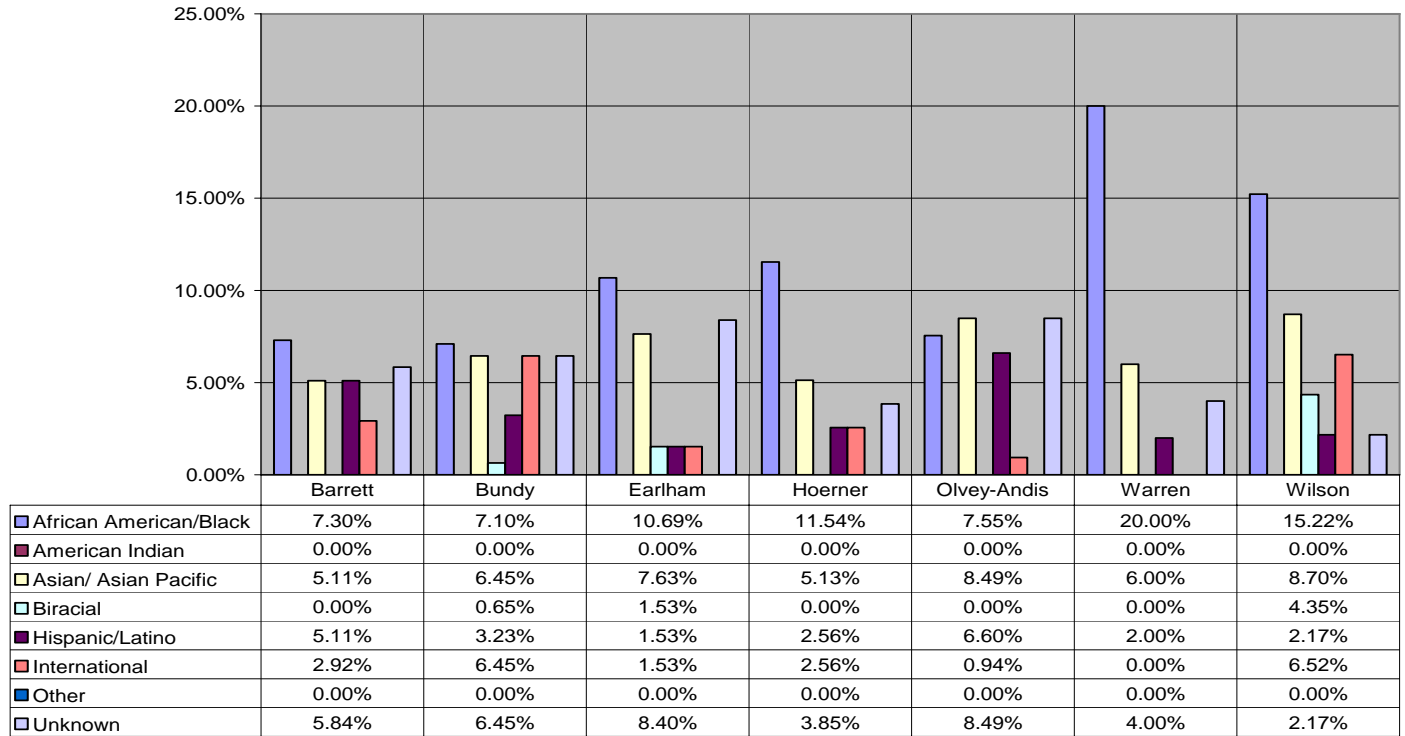


Percentage of Minorities by Residence House Fall 2005 (Pt.3)

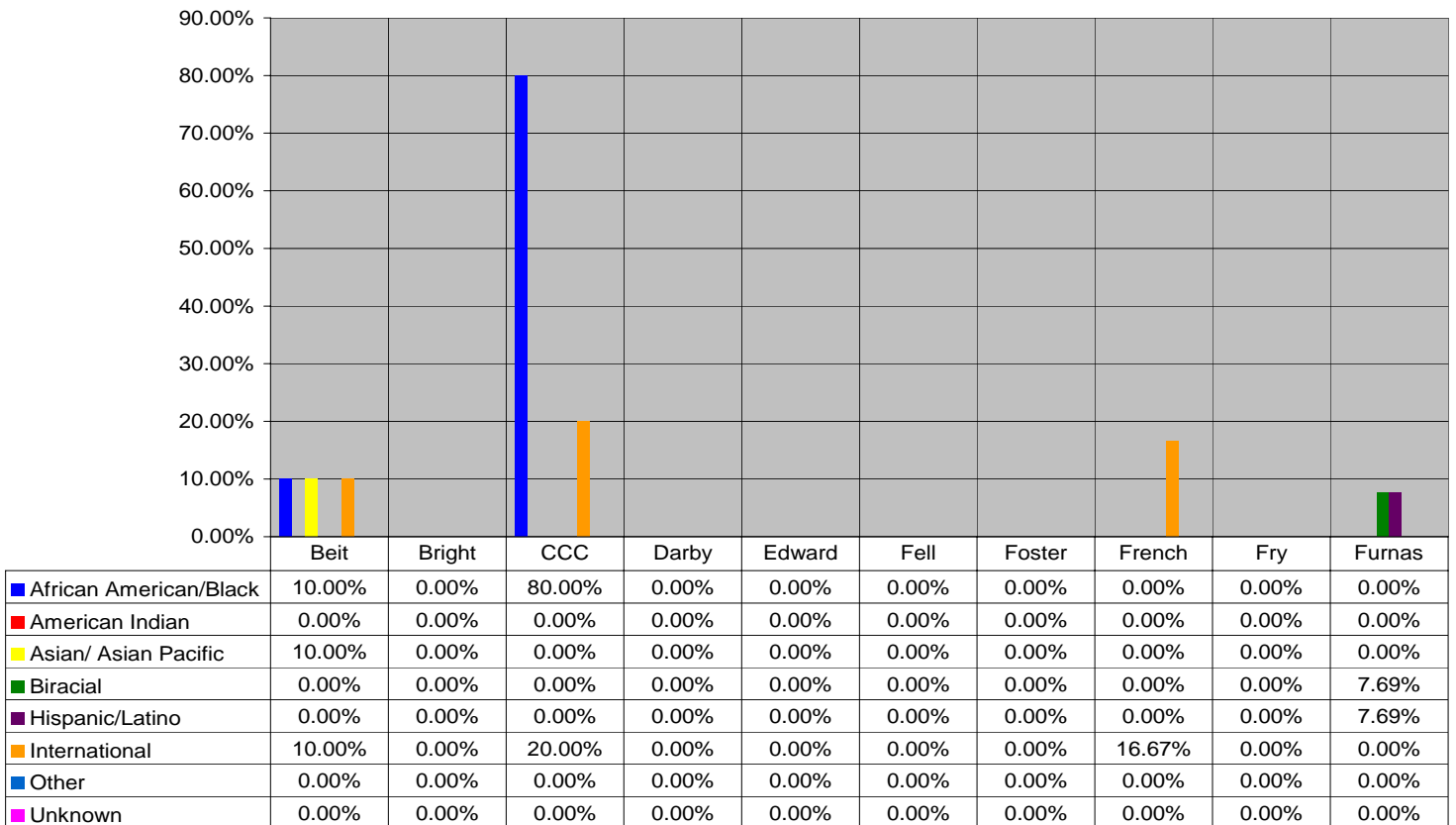


Diversity Progress Report 2006

Percentage of Minorities by Residence Hall (Spring 2006)

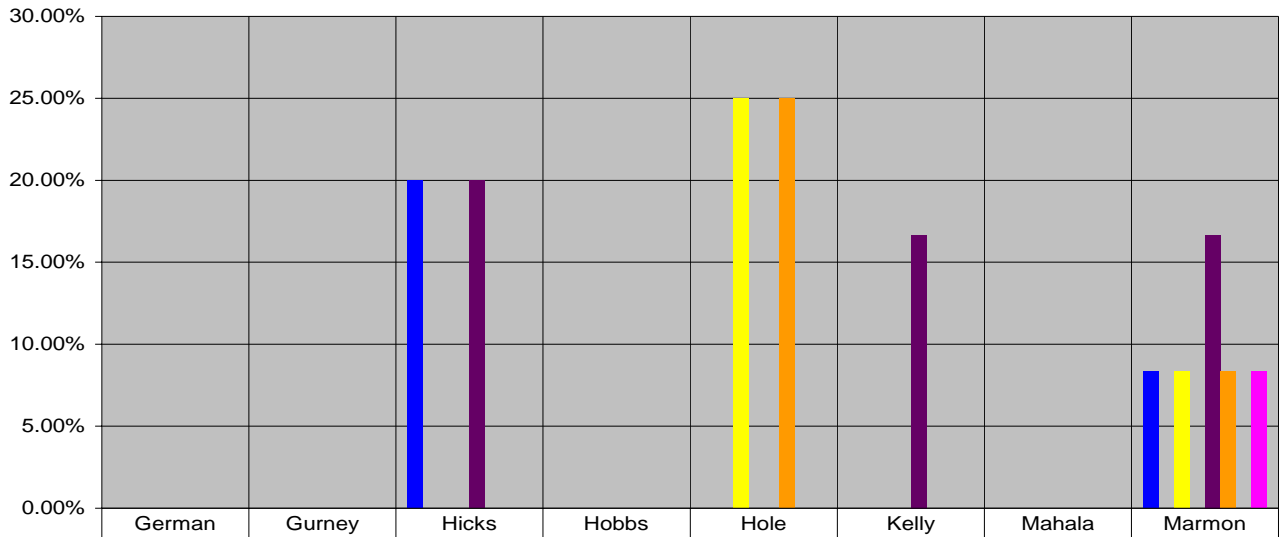


Percentage of Minorities by Residence House - Spring 2006 (Pt.1)



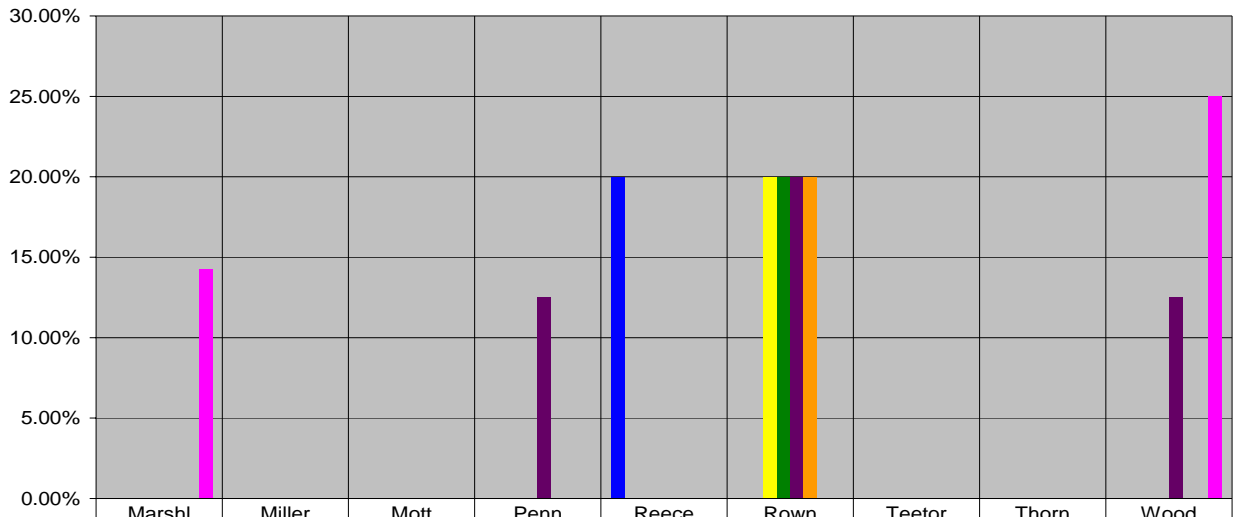
Diversity Progress Report 2006

Percentage of Minorities by Residence House - Spring 2006 (Pt.2)



Minority Group	German	Gurney	Hicks	Hobbs	Hole	Kelly	Mahala	Marmon
African American/Black	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%	0.00%	8.33%
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian/ Asian Pacific	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	8.33%
Biracial	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic/Latino	0.00%	0.00%	20.00%	0.00%	0.00%	16.67%	0.00%	16.67%
International	0.00%	0.00%	0.00%	0.00%	25.00%	0.00%	0.00%	8.33%
Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Unknown	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	8.33%

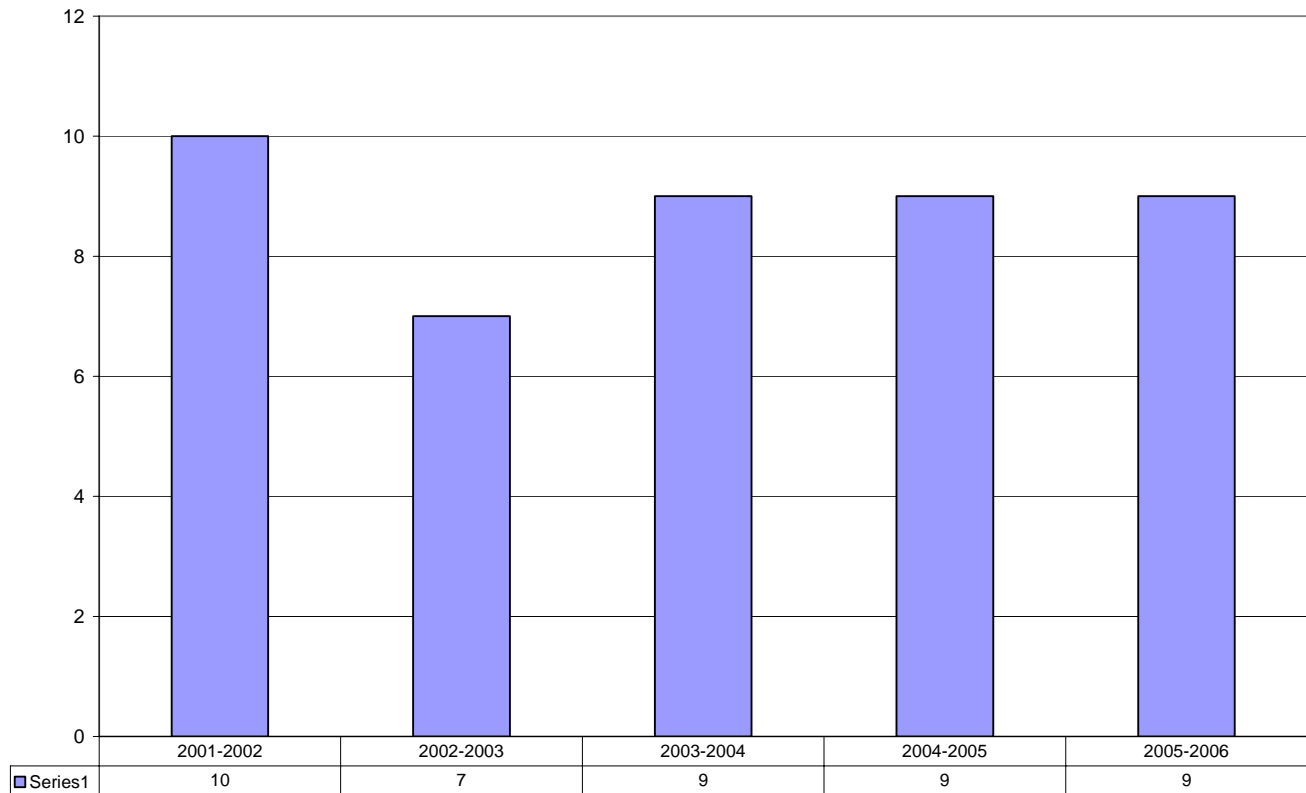
Percentage of Minorities by Residence House - Spring 2006 (Pt.3)



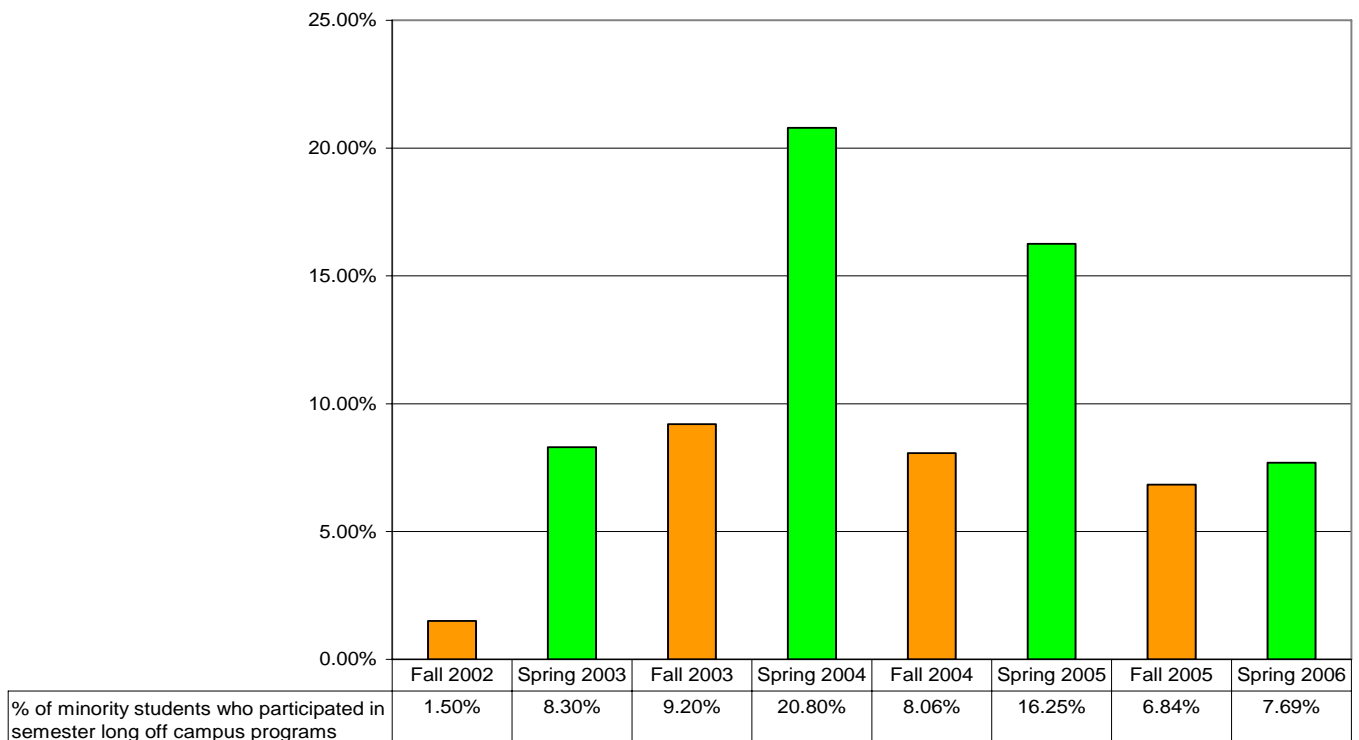
Minority Group	Marshl	Miller	Mott	Penn	Reece	Rown	Teetor	Thorn	Wood
African American/Black	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%	0.00%
American Indian	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian/ Asian Pacific	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Biracial	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Hispanic/Latino	0.00%	0.00%	0.00%	12.50%	0.00%	20.00%	0.00%	0.00%	12.50%
International	0.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	0.00%	0.00%
Other	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Unknown	14.29%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	25.00%

Diversity Progress Report 2006

Number of Semester Long Off Campus Programs

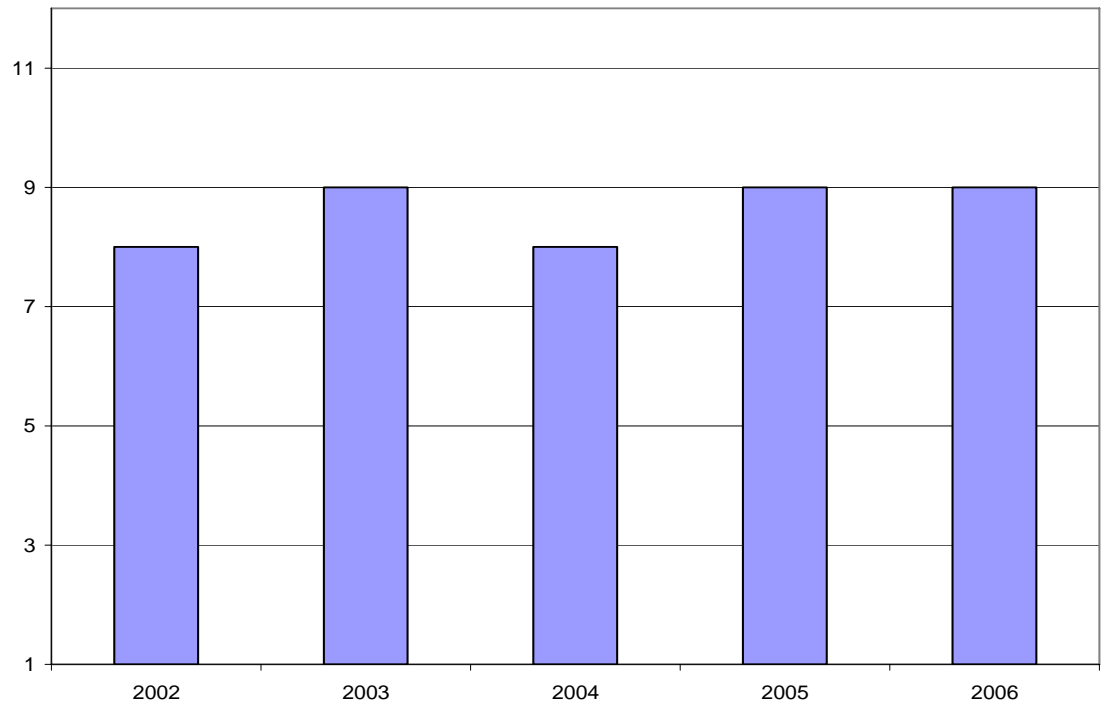


Minority Students as Percentage of All Students Participating in Semester Long Off Campus Programs



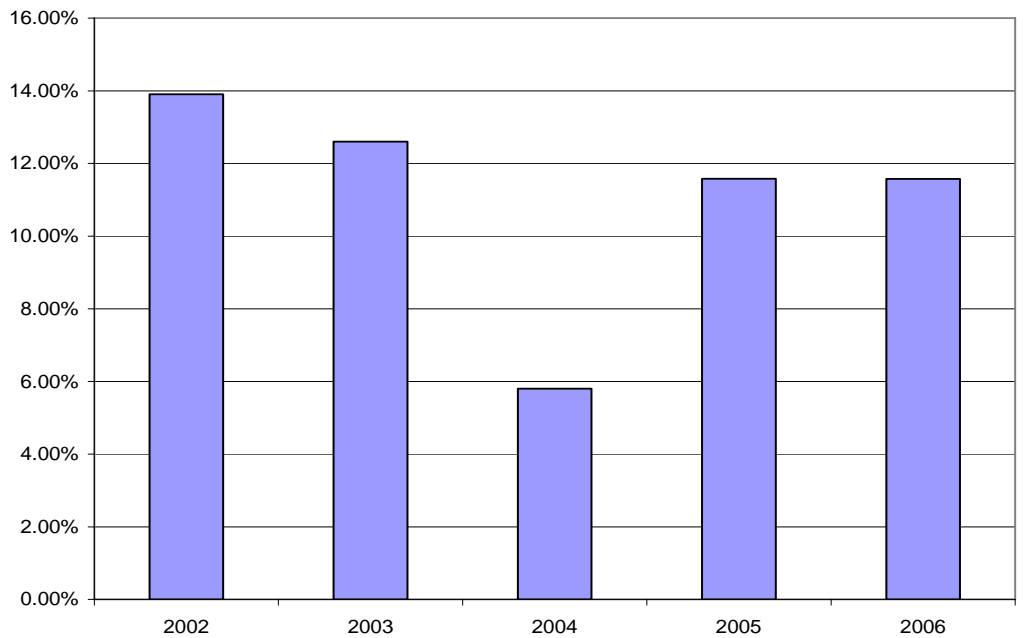
Diversity Progress Report 2006

Number of May Term Off Campus Programs



	May-02	May-03	May-04	May-05	May-06
# of off-campus May term programs	8	9	8	9	9

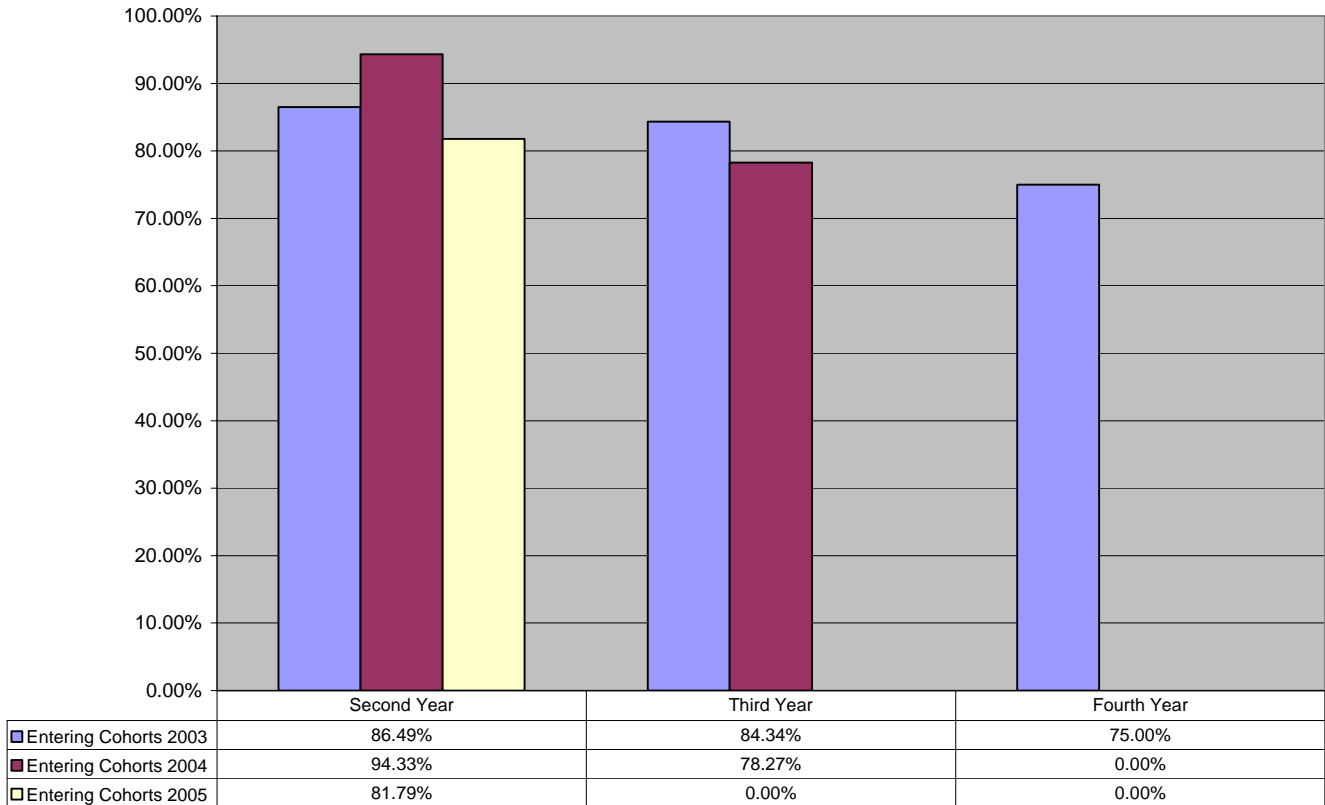
Minority Students as Percentage of All Students Participating in May Term Off Campus Programs



	May-02	May-03	May-04	May-05	May-06
% of minority students who participated in off campus May Term	13.90%	12.60%	5.80%	11.58%	11.57%

Diversity Progress Report 2006

Percentage of Retention for All Students



Percentage of Retention of Minority Students

