# Enhancing Diversity at Lewis and Clark College Report Submitted to the Dean of the College

Prepared by the Faculty Advisory Task Force on Diversity

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#### Introduction

"In all its endeavors [the College] seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world."

-from the Mission Statement of Lewis and Clark College

As the United States becomes an increasingly multi-cultural society, it grows ever more important that its citizens become accustomed to living, studying, and working in diverse social environments. One study suggests that students at a liberal arts college are most likely to develop their critical thinking abilities and achieve professional success later in life if they are integrated into a multi-cultural educational community. Another study suggests that the teaching and research skills of faculty improve when they have the opportunity to interact with colleagues from diverse backgrounds.. The Task Force believes that Lewis and Clark College must make a strong commitment to diversity if it is to attain the highest caliber of teaching and research as it prepares students to contribute to an increasingly diverse society.

"Diversity" is, of course, a broad term that can be specified in a number of ways. People 'talk about diversity with reference to gender, geographical origin, sexual orientation, and economic status, for example. These and other forms of diversity occupy an important place at any institution that aims to embrace a wide range of experience and talent. However, what is popularly called "racial" or "ethnic" divers.ity is the particular focus of this report. Recognizing that the terms "racial" and "ethnic" are not entirely adequate or accurate, we have decided to put them in quotes throughout this report. Doing so emphasizes the fact that these words are ambiguous in definition and scope. What is clear, however, is that the College needs to focus attention and resources on recruiting faculty and students from populations underrepresented at Lewis and Clark and in academia at large - specifically, African Americans, Native Americans, and Latinos?

Our report falls into two main sections. First, we examine the issue of increasing diversity among the Lewis and Clark faculty. Second, we propose ways to increase the diversity of the undergradua~e student body. Each part of the report provides a brief overview of the current situation and then offers a set of recommendations to improve it.

Increasing the Diversity of the Faculty at Lewis and Clark College

The faculty of Lewis and Clark College is overwhelmingly white. According to data provided by Human Resources, at the end of the 2000-2001 academic year, the "raciaVethnic" composition of the undergraduate Lewis and Clark faculty was as follows:

.See Ernest T. Pasparella, et al., "Do Diversity Experiences Influence the Development of Critical Thinking?" *Journal o/College Student Development*, vol. 42, no. 3 (2001), pp. 257-271; and American Council on Education, "New Research on Faculty Attitudes on Diverse Learning Environments," *Diversity Digest*,

www.diversityweb.org/Digest/Sp.SmOO/attitudes.htmI. 2These categories, of course, overlap with each other and with other identities as well.

| CATEGORY    | WIDTE | BLACK | AM INDIAN | mSPANIC | ASIANIP AC | BI-RACIAL | UNKNWN |
|-------------|-------|-------|-----------|---------|------------|-----------|--------|
| ADJ FACULTY | 30    | 0     | 0         | 0       | 2          | 1         | 21     |
| FTE FACULTY | 134   | 2     | 0         | 5       | 8          | 0         | 9      |
| TOTAL       | 164   | 2     | 0         | 5       | 10         | 1         | 30     |

<sup>\*</sup>The data presented in this table refer to the undergraduate faculty only. The data was downloaded from the HR Colleague Database on Dec. 6, 2001, by Cindy Wray. It is important to note that the "racial/ethnic" characteristics of all faculty are self-reported. The College does not verify the accuracy of self-reported "racial/ethnic" identifications.

The Task Force recommends that the College, while continuing existing policies aimed at increasing the numbers of Asian, Pacific Islander, and international faculty at Lewis and Clark, adopt the following measures to increase the number of African American, Native American, and Latino faculty:

# 1. Create "Opportunity Hire" positions for minority faculty.

In the ordinary course of things, faculty search committees are charged with finding and hiring the most qualified person for positions approved by the Academic Council because of their centrality to the existing curriculum. In these searches the primary task of the search committee is to keep faith with the job description; thus, the objective of minority hires is a secondary purpose. For decades, individual departments have encouraged applications from minority faculty in a variety of conventional ways; efforts have been made to advertise in minority journals and to seek out qualified candidates for positions approved in particular departments and, from time to time, for interdisciplinary appointments. The record suggests, however, that even with the best good faith efforts by search committees, departments, and deans, strong minority candidates do not surface in many such searches. We therefore propose that "opportunity hires" be pursued in a different way, under procedures that allow for a more flexible matching of minority candidates and institutional needs.

Specifically, we propose that the College commit to hiring, within the next three hiring cycles, three to four tenured or tenure-track faculty who are African American, Native American, or Latino. That said, the majority of the Task Force feels that the most urgent need is for

African American faculty.

It is our recommendation that the Dean of the College and the three divisional deans invite departments to recommend candidates for positions that would fill academic needs of the college over and above those addressed in searches conducted under customary procedures. Departments that identify suitable minority candidates will submit the candidates' materials to the Academic Council, which will be authorized to accept or reject candidates based on its ranking of the candidates' quality and the benefit each candidate might bring to the curriculum. Before appointments are made, the Dean of the College and the appropriate divisional dean or deans will ask the Curriculum Committee to assess the potential impact of the individuafs qualifications on the curriculum. We expect that these positions will be highly sought after since they provide a way for departments to develop new areas of teaching and research strength. The resulting competition ought to yield candidates of high caliber.

We recommend that the Dean of the College allocate funds for Opportunity Hires from

the current operating budget, with the understanding that the forthcoming capital campaign will endeavor to fund the preponderance of the continuing costs of such positions.

2. Establish a Minority Dissertation Completion Fellowship

The Task Force suggests that the college fund minority candidates who are in the final stages of writing the dissertation. Recipients would be asked to teach several classes over the course of the academic year. The goal is to give recipients sufficient time to complete the dissertation while also providing them with the opportunity to develop' their teaching skills.

3. Adopt diversity guidelines for conducting searches and fail searches that do not implement the diversity guidelines to the Dean's satisfaction.

While there is usually an informal effort to assure that an "raciaVethnically" diverse set of candidates is contacted in faculty searches at the College, concrete measures vary tremendously from search to search. The Diversity Task Force believes it important to establish standard guidelines that specify strategies for contacting and recruiting diverse pools of candidates. A recommended set of guidelines is included as Appendix A.

4. Initiate faculty exchange programs with historically black and Native American colleges in the United States.

The Task Force recommends the creation of such a program to increase the presence of African American and Native American scholars on the Lewis and Clark campus, while giving our own faculty the opportunity to teach and do research in an institution that is predominantly African

American or Native American.

Increasing the Diversity of the Student Body at Lewis and Clark College

Given its location in a predominantly white city and region of the country, Lewis and Clark College faces significant challenges in attracting African American, Native American, and Latino students. Indeed, statistical information regarding the composition of the undergraduate student body reveals that only modest progress has been made in increasing the number of such students over the last decade.

According to data provided by the Registrar's Office, the "raciaVethnic" composition of the undergraduate student body is as follows:

| WHITE | BLACK | NAT AMER | HISPANIC | ASIAN/PAC | INTRNTL | UNKNWN | TOTAL |
|-------|-------|----------|----------|-----------|---------|--------|-------|
| 1067  | 21    | 14       | 46       | 116       | 83      | 321    | 1668  |

<sup>\*</sup>These numbers include both full- and part-time students enrolled at the undergraduate College during the Fall 2000 semester.

Over the period 1991-2000, the percentage of full-time enrolled undergraduate students who identify themselves as white has remained in the 83-86% range. Over the same period, the

percentage of students who identify themselves as Asian or Pacific Islander has grown somewhat - from about 5% to about 7% of total enrollment. The proportion of international students enrolled at the College is in the same general range, composing around 5% of the student body. Meanwhile, the number of African American, Native American, and Latino students enrolled at the College has remained extremely small. The Task Force recommends that the College, while continuing existing policies aimed at increasing the numbers of Asian, Pacific Islander, and international students at Lewis and Clark, adopt the following measures to increase the number of African American, Native American, and Latino students:

1. Change the existing financial aid policy to become more competitive with other institutions by allowing institutional gift aid awards to exceed tuition. Under current policy institutional gift aid is capped at the amount of tuition and fees for the year. Thus for the 2001/2002 academic year,

no Lewis & Clark student receives more than \$22,610 in institutional gift aid per annum. The proposed change could allow the Student Financial Services Office to incorporate institutional gift aid awards that would cover tuition, fees, room and board for selected <code>Studestats</code> ish three categories of scholarships Ul),der the new policy outlined in #1 targeted to the three groups most under--represented on campus: African American, Native American, and Latino students. Scholarships awarded under categories A and B require the above policy change. Scholarships in category C do not require a change from the current policy.

A. Five full-tuition plus room and board scholarships awarded without regard to a student's demonstrated financial need. Estimated additional cost per student for 2001/2002 varies from \$9,410 for a very high-need student who is already receiving significant institutional aid to \$29,620 per year for a student who does not demonstrate any financial need and would otherwise not receive any institutional gift aid. Total additional cost per year would vary from \$47,050 to \$148,100; fully implemented (four years) cost would vary from \$188,200 to \$592,400.3

- B. Fifteen awards with institutional gift aid up to full tuition plus room and board and loans capped at \$4,000 per year that meet 100% of demonstrated financial need. Estimated additional cost per student for 2001/2002 varies from \$3,410 per year for a very high need student who is already receiving significant institutional aid to \$0 for a student who does not demonstrate any financial need and would otherwise not receive any institutional gift aid. Total additional cost per year would vary up to \$51,150; fully implemented (four years) cost would vary up to \$204,600.
- C. Five full-tuition scholarships awarded without regard to a student's demonstrated financial need (similar to the Neely Scholarships). Estimated additional cost per ~tudent

<sup>3</sup> Actual additional cost to implement these scholarships will depend on the need of the particular students selected for each of the scholarships and what institutional gift aid those students would get under the normal awarding guidelines.

for 200112002 would vary from \$2,760 for a very high need student who is already receiving significant institutional aid to \$22,610 per year for a student who demonstrates no financial need and would not otherwise receive any institutional gift aid. Total additional cost per year to implement this program would vary from \$13,800 to \$113,050; fully implemented (four years) cost would vary from \$55,200 to \$452,200.

The Task Force suggests that, of these scholarships, at least five each year for the next five years be awarded to students from Oregon and Southwest Washington. There is division on the Task Force about whether, for a three year trial, scholarships should be attached to particular high schools in the Portland area that have large numbers of students in the three groups. This may be a particularly good option in conjunction with Recommendation 5 (below).

The Task Force proposes that these scholarships be funded from the current operating budget with the understanding that the forthcoming capital campaign will endeavor to fund the preponderance of the continuing costs. The Task Force also proposes that Lewis & Clark faculty and staff, students, and alumni each undertake sponsorship of one scholarship for an incoming student each year for the next five years.

- 3. Initiate student exchange programs with historically black and Native American colleges in the United States, building on Lewis and Clark's experience with faculty-led programs in this country and overseas.
- 4. Develop an ongoing relationship with the Graduate School of Education to connect with (a) prospective students through its work with teachers and administrators, and (b) alumni who occupy key positions in high schools in the Portland Metro Area, throughout Oregon, Southwest Washington, and elsewhere in order to secure their help in recruiting promising students from the three targeted groups.
- 5. Develop an ongoing relationship with summer programs that have potential for attracting minority students tQ our campus. Seek ways to provide support-including financial aid-to bring promising students from the three groups, and then follow up as appropriate with early admission programs that include Category A-C scholarships.
- 6. Expand as a pilot program the offering of "mini-courses" for select students at Portland high schools with large numbers of students from the three groups. There are several high schools in Portland that have high enrollments of minority students. Based on a mini-course offered by Chana Cox at Marshall High School this semester, the Task Force believes it may prove worthwhile to begin a pilot program of mini-courses (3-4 classes each) taught by Lewis and Clark faculty and intended to establish enduring connections with these local high schools.
- 7. Improve the campus climate for minority

students. The retention of minority students depends on the climate these students encounter in classrooms, dormitories, and elsewhere on campus. Because the issue of campus climate involves both academic and student affairs, the Task Force recommends that the Dean of the

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College work with the Provost on short- and long-tenn planning in this area. Here are two initial suggestions:

A. Hold regular, sharply focused faculty/student forums to discuss issues of diversity. Black History Month proved successful in stimulating campus-wide conversations about diversity, so the Task Force recommends holding additional events of this type in the coming years. Some forums could focus on issues relevant primarily to students, such as how peer interactions can be improved in the donnitories and in

other social environments. Other forums could address issues that involve faculty as well. Still others might address issues raised by a film or speech. The Task Force proposes that the College support forums on topics related to diversity.

B. Strengthen our observance of the Martin Luther King, Jr.

holiday. Martin Luther King, Jr's birthday coincides with the return of the entire community to begin the study and work of spring semester. The Task Force proposes that the entire

community (faculty, staff and students) eat dinner together in a festive way (perhaps by candle light in the gym) on Sunday evening-the eve of Martin Luther King's Birthday. In the fall semester students would be .invited to try out for the honor of giving a brief afterdinner talk intended to describe ways in which the success of Martin Luther King Jr.'s life and work is present at the College, and also to describe areas in which his work is still unfinished at the College, in the larger community, and world. The idea of this event would be to celebrate our return to our work in a way made meaningful in the light of remembering Martin Luther King Jr's life and work. Dinner would be followed by a live concert.

#### Conclusion

Lewis and Clark College needs to face the challenge of increasing the "racial/ethnic" diversity of its faculty and student body head-on if it wishes to advance its standing as a nationally ranked liberal arts college. The Diversity Task Force has assembled this report as an initial effort to define and focus energies on this objective. We emphasize that this is a long-tenn, continuing project, one requiring commitment from all faculty, administrators, and students at the College. However, we believe that many of our proposals can be implemented in short order through the initiative of our colleagues, and we hope that they will take the opportunity to provide recommendations of their own.

#### APPENDIX A

# Diversity Task Force Recommendations for Revising Faculty Search Procedures

In September 2001, the Office of the Dean circulated a document entitled *Search Committee Procedures* which contained updated procedures to be followed in all faculty searches. These new procedures go a long way toward increasing the likelihood that searches will attract a diverse set of candidates. However, the Diversity Task Force believes there are a couple of areas where further clarifications are required. The following is a reproduction of relevant pieces of text from the *Search Committee Procedures* document. Recommended additions are inserted in bold within the existing text.

## From Section A: Faculty Search Procedures (page

4): The divisional dean serves as the Diversity Officer for each search committee. The divisional dean will prepare a written summary of all diversity-related actions taken in each search. Each search committee will review the divisional dean's summary, amending if necessary to incorporate all diversity-related efforts carried out by each member of the search committee. This summary will be submitted to the Dean of the College. The Dean of the College will have the authority to fail searches that cannot demonstrate that they have followed diversity guidelines. The summaries provided by the divisional dean will form the evidentiary basis for the Dean's decision. In cases where a search is judged to have failed to implement diversity guidelines, a meeting will be held between the Dean, the divisional dean, and the members of the relevant search committee to discuss the matter. If, during this meeting, the members of the search committee cannot demonstrate that diversity guidelines were followed, the Dean may then re-open or fail the search. Each diversity related summary will be retained on file by the Dean's Office for a minimum of four years, so that periodic evaluations of diversity strategies can be made.

-Departments should make a concerted effort to recruit a diverse pool of applicants. Without diversity among applicants, the College will not be able to build a diverse community. In the past, networking with colleagues at other institutions has proven to be most successful.

Recognizing the importance of these networking activities, each search must ensure that they carry out the following networking efforts: (a) minority groups within professional associations must be contacted and informed of faculty position openings; and (b) department heads at predominantly black and minority universities that offer doctorates for the position in question must be contacted and informed of faculty position openings. See the following section on Advertising for a list of universities that must be contaded.

-Submit a copy of recruitment advertisements, along with a list of recommended publications in which they are to appear, to the divisional dean. This step in the procedure ensures that all departments use consistent wording. See the following section on Advertising for information on the diversity-related statement that must be incorporated into every recruitment

advertisement.

- -Document all methods to attract a diverse applicant pool- phone call to colleagues, etc. Keep a log of all ad hoc efforts to attract diversity candidates. It is the divisional dean's responsibility to ensure that all these efforts are then reported in the divisional dean's summary of diversity-related activities.
- -Record applications received. The department secretary records the name and address of each applicant and sends acknowledgment letters. Every acknowledgment letter must include a 'voluntary information form' (see below) along with a postage-paid envelope. The department secretary is charged with sending out the voluntary information form, though one member of each search committee must double-check to make sure this action is taken. To ensure proper tracking and reporting, the specific position the applicant applied for must be indicated on the voluntary information form. Applicants are assured that their responses are anonymous. The forms are returned to the Office of the Dean, which generates a summary report of the gender and racial/ethnic composition of the applicant pool for every search. One member of each. search committee is responsible for collecting this report and submitting it to the divisional dean. The compiled information will be included in the divisional dean's summary of each search. Data on the racial/ethnic composition of every search conducted at the College will be retained on file in the Dean's Office for a minimum of four years.

Text that must appear on the voluntary information form: (formatting will be adjusted on actual survey cards)

**Voluntary Information Survey** 

#### Dear Applicant:

Thank you for considering Lewis and Clark College for possible employment. We encourage you to fill out the voluntary information survey form below. This information will be used for statistical purposes only. The survey information form will be kept separate and confidential from the hiring department. Please return this card within seven days of receipt.

The following is to be filled out by the department secretary: Position Applied For:

Department:

The following is to be filled out by the applicant:

Date:

Gender:

Race/Ethnicity:

American Indian or Alaskan native African-

American

Asian or Pacific Islander Hispanic White (Non-Hispanic) Other (please specify):

From what source did you learn of this position? If by advertisement, please name publication:

Thank you for completing and returning this form. The return address should read:
Office of the Dean
Lewis and Clark College

From Section B: Advertising (page 5).

The home department will create an advertisement (Appendix A) for the position when requesting the position. The advertisement will go to the divisional dean and is then submitted to the Academic Council for approval. Once the Academic Council has approved the position description, the advertisement is placed in academic and/or professional publications unique to the discipline. The Chronicle of Higher Education is used where there are no other appropriate publications. Prepare a purchase order an attach a copy of the advertisement for each publication in which you wish to advertise. State the dates of the issue\$ in which the ad should appear and include estimated price of ad. The divisional dean must sign the purchase order.

Contact the best graduate programs in the academic discipline. Where appropriate, contacts should be made with programs, including historically African American colleges and universities, which produce minority scholars. Some of these are: Howard University, Clark Atlanta University, Texas Southern University, Tennessee State University, South Carolina State University, Grambling State University, Florida A&M University, Alabama A&M University, Meharry Medical College, Morgan State University, Virginia Union University, Jackson State University, Interdenominational Theological Center, University of Maryland Eastern Shore, and Southern University & A&M College.

The advertisement may be placed on home department's web page, the division's web page, and the Dean's web page. Human Resources should be given an electronic copy for their web page.

Required Diversity Terminology for Lewis and Clark Faculty Position Advertisements:

Every search conducted at Lewis and Clark College should contain the following pbrase: "Lewis and Clark College is an equal opportunity employer committed to hiring a highly qualified staff that reflects the diversity of the nation. Lewis & Clark College welcomes and encourages applications from women and minority candidates."

# DIVERSITY TASK FORCE REPORT SUPPLEMENTAL MATERIALS #1

# Report by Chana Cox

As you may know Marshall High School is located in one of the least prosperous areas of the city. Interestingly, one of our freshmen this year is from Marshall and he is a member of one of the groups we are looking to encourage. In recruiting him, I became more familiar with the dynamics at work in the minds of many of these students.

This freshman was in a program call the Research Scholars at Marshall High School. He was amongst a group of students identified very early in their schooling as particularly promising. The educational program of these students was greatly improved and many of them, including this student, were taking courses in the Junior and Four- Year college system here in Portland by the time they were fourteen.

Many of these students, particularly the ones who belong to particular "racial" groups, were also courted by universities around the country. Nevertheless, I was amazed to see that none of them were willing to consider going to any of those universities. They were extremely reluctant to leave their homes. They intended to attend Community College or at most Portland State University.

They seemed to have no real idea of what a liberal arts education was about. I don't think that inviting them to Lewis and Clark would help. The problem is, as I was told again and again, that Lewis and Clark was so very far away. I am not talking geography here.

One of your task force's suggestion was that some of our teaching faculty volunteer as tutors at these high schools. These kids don't need tutors. I thought, however, that it would be helpful to volunteer to teach some of these students a sort of micro-course which would introduce them to what we mean by the liberal arts. If other Lewis and Clark faculty were willing to do this, we could raise the profile of the College in local high schools while, most importantly, providing an important educational experience for students in our wider community.

It is clear to me that there is a wonderful opportunity here to do what we do well: teach. It is also clear that we are very welcomed by both the students and the several teachers whom I spoke with. The teachers were dedicated and very appreciative of what they called our "out reach" program. Unfortunately, it is less clear that three or four hours of class time can do a great deal to break down the class barriers which are likely to prevent these students from applying to Lewis and Clark.

The class I taught was a senior English class composed of honors students and a group of students in a program called Research Scholars. Research Scholars is a program which has been in place for at least 25 years at Marshall. It seeks to identify high potential students as freshmen arid work them through an enriched cuniculum. There are no AP courses or programs at Marshall but Research Scholars, particularly in the maths and sciences, do take classes at PCC and PSU.

We worked on the question of just and unjust wars using Michael Walzer's book by that name (a la Grotius), selections from Thucydides' Melian dialogues, and selections from Shakespeare's Henry V. I believe that the students were easily able to handle the readings, but that they were largely unfamiliar with how to go at text. They have not been well educated. That, in itself, is probably true of many Lewis and Clark freshman and doesn't greatly concern me.

We are here to teach.

I was more concerned with the attitude of the students to their own potential. Q: allowed the discussion to range widely since I found that I could relate almost anything back to Grotius' criteria.) We kept things light and there was a great deal of laughter. It was clear, however, that these students tended to wear their class like a badge. The teacher, Carol Dennis, began one session by asking them to write on their goals for the next semester. Probably in deference to my being there on a limited time schedule, Carol did not begin any discussion on the 'warm-up' writing, so I asked the students about their goals. One student replied that "we are not the kind of people who set goals." I suggested, as an exercise we make the best possible case we could for not setting goals. The advantages for not setting goals they came up with included: freedom, no possibility of failure, no fear, no boundaries, and, they added, no future. (It's amazing how easily all of this can be related back to Grotius)

Some of these students will go on to college. Probably only a very few will go on to four year colleges. However, these stUdents are very interested in scholarship information and perhaps some Lewis and CI~k follow-up would be welcomed. ...At the least, we have a door open and the teachers at Marshall seem to be speaking about our "out reach" program to other teachers in Portland. Carol mentioned a teacher at Cleveland and I know that Robert Flye is in touch with the vice principal there. People want this to work.

Let me know if you or the other members of the diversity task force have additional questions.

Take care.

Chana

# DIVERSITY TASK FORCE REPORT SUPPLEMENTAL MATERIALS #2

Approaches to Diversity Issues at Whitman College and Willamette University

In response to faculty requests to review the ways in which nearby colleges have dealt with issues of diversity, Linda Angst contacted deans at Whitman College and Willamette University earlier this semester. The detailed infonnation received from each is attached as an appendix to this document. Briefly, Whitinan's agenda compares with ours more closely than does Willamette's. Having said this, however, Whitman still appears to be in the initial planning stages of it's diversity program. Whitman also appears to be much more concerned about integrating minority students into a less populous (less "metropolitan") and therefore less diverse geographic area. Willamette's "Strategic Statement" is more focused on including diversity as part of a larger project of improving campus life and academics in general. It includes a series of declarations of their goals, but fewer details for concrete policies. The descriptions below have been compiled by Linda Angst. Please see the summary at the end of the appendix.

## Whitman College

This is the infonnation that was sent earlier this fall by Evan Jones, Director of Multicultural and International Student Affairs (and Asst. Men's Basketball Coach). First, I have attached a summary, in the fonn of an e-mail message, followed by Whitman's Mission Statement. Both are the result of a June 20, 2001 meeting, the details of which I also include at the bottom of this, with my commentary. Basically, I have restated the meeting minutes, but kept the outline fonnat for easy perusal. My own commentary is italicized and in brackets [], unless otherwise stated..

# I. Summary

The following e-mail message from Evan Jones at Whitman summarizes their diversity initiatives. [From Evan Jones]:

Here are the main sliggestions we made to the Division Chairs:

- 1. Encourage search committees to be cognizant of diversity when producing definitions of positions.
- 2. Encourage search committees to be proactive in the recruitment process (willing to make phone calls to identify qualified minority candidates); identify and possibly subscribe to professional organizations that list candidates of color.
- 3. Investigate funding a minority pre-doc or post-doc position and allowing these faculty members to work on a reduced work load.

Good luck to you and your committee. I know your hard work will make a difference.

If you ever have any more questions, or would like to talk shop, please do not hesitate to contact me.

Sincerely,

**Evan Jones** 

Director of Multicultural and International Student Affairs

Assistant Men's Basketball Coach

Whitman College

Walla Walla, W A. 99362

II. Mission Statement [sent to me as email attachment by Evan Jones]

The Whitman College Diversity Committee was established as an advocate for diversity at Whitman College and to foster a climate receptive to it. In support of this general mission, the committee will have several different roles. One is as a liaison to the campus for the purpose of establishing communication links among the campus' various constituencies and of keeping them informed on issues of diversity. The committee also seeks to be an institutional player that helps Whitman College set priorities, develop programs and policies, and bring about changes that result in a more diverse community. Aiding the College in recruitment and retention of faculty, staff, and students is one way to fulfill this role. The committee may also serve as a resource for the campus community to bring issues of concern regarding diversity. Finally, the committee will serve as a support and resource for the students and staff of the Office of Multicultural and International Student Affairs.

The committee seeks to accomplish its. mission by utilizing a broad notion. The overall approach will be inclusive. Diversity will be defined as more than a numerical representation of groups. While representation is important, campus climate, support, and the manner in which group differences and affiliations are recognized and affirmed by the college community are equally critical.

Greater diversity at Whitman College will help prepare the campus community for the increasingly multicultural society in which we live.

III. Whitman College, Diversity Committee (June 20, 2001 meeting minutes) [Here you can see the process at work for them, with the above two statements the outcome of this meeting. I have restated the original document and condensed it somewhat, so these are my reformulations of the document sent to me -- Linda Angst]

A. Their "working definition" of diversity includes addressing the two main points of representation and the campus community.

- 1. Representation-seeks to address the lack of under-represented groups, defined as Native American, African American, and Hispanic, which is in line with our own goals. In addition, they seek to address the issues of a lack of *minority males (students)*, lack of minority professors, and to increase geographic diversity at the college.
- 2. Campus community-the goal is to consider the climate of the campus and to insure that "no minority groups feel marginalized," that no minority is segregated from the larger Whitman community, and to not tolerate offensive humor re race, religion, gender, or sexual orientation.
- B. The issues or problems regarding diversity that they cite include the following:
  - 1. Student recruitment-lack of critical mass, get resources to increase minority recruitment ("top down approach"), the location of the college
  - 2~ Community climate-no central resource for addressing discrimination, consider whether college is prepared for influx of minorities, must address representation and climate

together

3. Faculty recruitment and curriculum-most change is instituted from bottom up, i.e., from specific dept; incentive for faculty from historically Black colleges to participate in faculty exchange.

#### C. Solutions or possible programs to meet their goals:

- 1. Student recruitment-student and faculty exchange with prominent historically Black colleges, lectures and recruitment on local NA reservations, partnerships with local non-school organizations, summer writing workshops for [English as a] second language students
- 2. Climate-assessment of existing resources regarding diversity, diversity audit to assess campus climate re diversity/discrimination
- 3. Faculty recruitment and curriculum-create new positions (i.e., African History, Sociology of Race), aggressively recruit international minority faculty in math/sciences.

#### D. Mission of Diversity Committee

- 1. Suggestions to Admissions and faculty to increase diversity in student body and faculty 2. Liaison (one member) to faculty chillies and committees to communicate suggestions 3. Serve as a group' to deal with discrimination and other diversity issues
- 4. Review current discrimination policy
- 5. Support mission of MulticulturallInternational Student Affairs Office
- 6. Act as college's advocate regarding diversity issues
- 7. Work with Governing Board's diversity task force.

# E. Future PlanslNext step

At the time I received this document (in September), Whitman was planning to move ahead to implement the goals of their mission statement. They also explicitly decided to collect information from institutional research and admissions on past trends with recruitment, enrollment, and retention of diversity students. Finally, they suggested the possibility of having a conference with other liberal arts colleges about implementing diversity policies.

#### Willamette University

Ramiro Flores, Associate Director for Multicultural Enrollment, sent the information they have on diversity. Clearly, they are not as far along as Whitman in formulating or implementing plans to increase campus diversity. Here I attach the document sent to me bye-mail, with my own summary/commentary at the end.

#### STRATEGIC STATEMENT

**University Priorities** 

Five priorities guide our future direction. They represent the strategic outcome near th~ midpoint of our one-year Long Range Planning process.

#### 1. Strengthen Academic Excellence

We need excellence to characterize all that we do. Our campus must be intellectually attractive and desirable: a place where the joys of education and the cultivation of the intellect are regularly shared in the campus community and carried to the community beyond. Thus, we must invest in people, programs and facilities that strengthen academic excellence in each of our schools and

colleges.

#### 2. Strengthen Student Life

As an intellectual residential community our purpose is to meet the needs of students to learn, to become educated leaders and informed citizens -- engaged in ideas and work that benefit the larger society. Thus, we must invest in students, programs and facilities to strengthen a residential and campus life that reinforce Willamette's special sense of place and community and that values civility, integrity and moral and ethical awareness.

## 3. Strengthen Our Visibility

We need to increase both the number of people who know our institution and the depth of their understanding about who we are and what we do. Our work is good and deserves better visibility precisely because of its intrinsic value, worth and goodness to society. Our traditional interest groups should be joined with new, more diverse groups — ethnically, culturally, religiously, geographically and socio-economically — all of whom should know us and understand our educational mission. Thus, we must invest in people and programs to strengthen our visibility so that we become better known by more people, especially in the West and selected regions in the nation.

### 4. Strengthen Technology Leadership and Innovation.

We need to be national leaders in the innovative and creative use of information technology as it relates to the liberal arts and professional school education. Technology innovation will distinguish us from our peers. We do this not as an end in itself but as a means by which our students can more fully enjoy, experience and use their education. It quickens the life of our campus with a unique vitality that derives from the presentation of constantly new and interesting ways to communicate and express ideas, which are our most enduring product. Thus, we must invest in technology to strengthen teaching, learning and research at Willamette and develop Willamette as a national leader in the application of technology.

### 5. Strengthen Our Commitment to Diversity

Commitment to diversity is needed as a visible expression of our collective world view and the world in which we live. It is essential to quality education and supports our sense of moral duty to overcome racism, bigotry and discrimination in all forms. Thus, we must invest in people, programs and activities to strengthen our appreciation of and commitment to diversity.

#### STRENGTHENING THE COMMITMENT TO DIVERSITY

The College of Liberal Arts will build a racially, ethnically, economically and geographically diverse student body compatible with our aspirations to attract superiqr students.

The College will strengthen its efforts at recruiting and retaining a diverse student body through programmatic enhancements both on and off campus, adjustments to the curriculum that engage the interests of a diverse group of students, a continued focus in our admissions effort and a partnership with Tokyo International School of America (TIUA).

The College of Liberal Arts will build an ethnically and gender diverse faculty consistent with

aspirations of academic excellence.

The College will establish new programs to recruit diverse faculty members to tenure-track positions, such as the Minority Dissertation Completion Fellowship, a visiting and exchange program for diverse faculty, and the creation of a multicultural interdisciplinary major.

#### **BENCHMARKS**

#### Short-term:

- § Minority students will represent 20% of undergraduate enrollment.
- § Domestic and international exchange programs allowing diverse students to attend the College and Willamette students to attend elsewhere will comprise at least 10% of off-campus study.
  - § An additional admissions representative will be dedicated to recruiting diverse students.
- § The multicultural general educational requirement will be reviewed and recommendations will be implemented.
- § Joint programs between the College and TIUA will strengthen integration and increase the number of TIUA students transferring to Willamette.
- § Two additional minority faculty members ~ill be on staff.

## Long-term:

- § Culturally diverse students will represent one quarter of the class and will be retained at a rate equivalent to the campus-wide average.
- § At least two multicultural, interdisciplinary majors will be established.
- § Four additional minority faculty members will be on staff.

#### Summary and assessment

The first half of the above message above seems to be a mission, followed by a roster of highlighted policies and plans, which Willamette is apparently trying to have in place by spring, presumably the end of their year-long Long Range Plan.\_But please note the following interesting points, which we might consider as we move toward bringing in more targeted minority students:

- (1) Minority Dissertation Completion Fellowship. At LC, we have considered a postdoctoral fellowship to bring in minority faculty, as well as a plan to conduct faculty exchange with historically Black/African American colleges as well as other institutions for Hispanic and Native American populations. Does Willamette's Minority Dissertation Completion Fellowship sound like something we would like to consider?
- (2) The addition of another (separate?) recruiter for minority admissions-we should talk to Ray Warren and others about this; I don't think this is necessary in our case, but I defer to Ray and others involved in the direct process of recruiting.
- (3) Do we have a multicultural general education requirement? Or is this met through our Inventing America course?
- (4) They are targeting students from a program in Japan, which I am happy to look into if we are interested; however, it seems that our minority recruitment goals are actually quite different from theirs in this regard. Besides, we have a fair number of Japanese students. It seems to me that targeting Japanese students -as a primary minority group may have more to do with economics than with increasing the number of traditionally under-represented ethnic groups on campus.

- (5) Though mention is made of increasing minority faculty members by two, there are no specifics, and I don't know whether this is simply a wish list or if plans have been implemented to bring in such faculty-the report is simply too vague to indicate. Their long range goal is to have four more minority faculty on board, although (once more) we do not know about real policies to bring this about.
- (6) Finally, do we have the equivalent of "multicultural interdisciplinary majors"? I would think that a major such as SoAn, East Asian Studies, or Latin American Studies would be our equivalent, or a major combined with minors in any of these programs.

Still, Willamette's statement does not really line up with our own goals of figuring out concrete ways to bring in minority faculty and students. It is useful, however, as a gauge of how comparably sized schools in our geographic proximity are assessing their diversity concerns.

As you can see, a commitment to diversity is one of five main goals toward which Willamette is working. Although they have stated the overarching goals of the program, except for a couple of points, they do not here delineate specific policies. This reflects their ideals more than any real implementation of policies. In that sense, it is \lseful for comparative purposes. However, I think that we are much farther along in as much as we are on the verge of having the Dean approve (and then having the Faculty vote on) specific hiring policy guidelines and practices. Whitman, too, seems farther along than Willamette. I have asked for updates from both schools.

Summary compiled by Linda Angst.