

Follow-up to May 2004 Task Force Report on Diversity: Preliminary Report (Fall 2006)

President's Advisory Committee on Diversity (PACD)

The purpose of this document is for PACD to provide feedback to the President on the progress of diversity-related initiatives at Gustavus. Over the 2006 spring semester, PACD has met with division heads at the college to discuss their commitment to meeting the objectives of the 2004 Task Force Report on Diversity (May, 2004). Some of the items below address issues discussed during those divisional audits, while others cover on-going areas of concern brought up in discussion by the committee. Many of the items for diversity-related change that are addressed below reiterate points made in the 2004 Task Force Report, such as “greater leadership, more comprehensive and sustained planning, better program coordination, increased dedicated resources, and much improved assessment and accountability.” This repetition suggests that we are not making adequate progress on basic and important goals of the report. As of yet, there is no comprehensive approach to acting on the 2004 report.

The present follow-up is divided according to the three objectives of the 2004 Task Force Report. The first question we ask is, “What has been done since May 2004?” The second is, “What work do we need to continue or initiate?”

A. What Has Been Done since May 2004?

Objective 1: To significantly increase the number of under-represented members within our campus community

1. PACD held diversity initiative audits with the President, VP of Finance, VP of Institutional Advancement, VP of Student Affairs, Interim Dean of Faculty, and Dean of Admissions through spring 2006. These heads of divisions spoke to our committee about diversity-related progress made in the departments since the May 2004 Task Force report and related any difficulties in meeting the goals of the report. Before presenting, they were made aware that the goal seen by the President as most urgent at this time was increasing the number of underrepresented groups, especially persons of color on our campus. Minutes for these meetings are available on PACD's website (<http://www.gustavus.edu/president/pacd/>). Additional meetings are expected to be scheduled with other relevant departments in fall 2006. The following is the set of questions the department heads were asked to address:
 - Does your division or office currently have plans in place to meet the recommended goals of the Task Force Report? What are those plans? What is the timeline for meeting your department's goals?
 - At our May 13, 2005 meeting, President Peterson identified increased representation of people of color across campus as his top priority from the report. Where does your department stand in meeting this specific goal?
 - Do the goals of the Task Force Report that pertain to your department require clarification before being implemented?
 - What institutional resources is your office currently using to reach the goals of the Task Force Report and are there additional, under-utilized resources that PACD can steer you towards (i.e., can we be of assistance in providing suggestions)?
 - What institutional resources does your office require and what help do you need to obtain them?
 - From which other divisions or offices would you like to receive support or cooperation to meet the goals of the Task Force Report?
 - Are there other topics or questions that you want to present to the committee?

2. Mariangela Maguire (Interim Dean) has created a report (Focusing on Diversity in Faculty Hiring, 2006) to improve the Diversity Representation Program for faculty hires (April 7, 2006). Based on research and consultation, her strategies for change are the following:
 - o “Provide and require diversity language/inclusive language in job descriptions and ads.
 - o Place the college’s block ad for tenure track positions in Diverse Issues in Higher Education.
 - o Identify graduate schools that produce high numbers of minority PhD’s by field and send job announcements to the chairs of those departments, university diversity offices, and university placement offices.
 - o Identify minority/women’s caucuses of disciplinary associations and require departments participating in conferences to distribute job ads at those meetings or to the mailing list/listserve of those caucuses.
 - o Form a Diversity Representative Council where members receive training, work together as a group and with the Dean’s Office to review job descriptions and job ads, provide support and ideas to one another during searches, and serve as a campus resource on minority recruiting.
 - o Hold a meeting each spring with department chairs conducting searches in the upcoming years. Talk about procedures, brainstorm diversity recruitment ideas, debunk stereotypes about diversity candidates (e.g., implies lower standards, no person of color would want to live/work here, etc.)
 - o Work with college attorney to explain legal implications of “EOC,” what it does and doesn’t mean.
 - o Revise department chairs’ handbook regarding search procedures.”

During this diversity audit, multiculturalism and diversity within the curriculum were also addressed. Issues stemming from this discussion and previous discussions by PACD members are presented on p. 6 of this report, point 10, under Objective 2.

3. Mark Anderson (former Dean of Admissions), Virgil Jones (Assistant Director/Coordinator, Multicultural Recruitment), and Owen Sammelson (former VP Administration) compiled a report to address PACD’s questions (April 17, 2006). “In 2000 there were 127 minority students enrolled; this fall there were 191.An internal goal of 11% was set for fall 2006.” Working with Veronica Alba (Director, ChYLI and Outreach), Admissions has created contacts in the Latino community surrounding Gustavus and hosted a ChYLI conference and Latino students college fair. Additionally, Admissions works with major metropolitan areas by holding campus visits for Minnesota high schools, TRIO programs and “college preparatory programs for underrepresented students.” Nationally, Admissions has developed relationships with counselors of color in Kansas and Missouri and works with a New York Upward Bound Program. Other programs the department works with are Admission Impossible and Educational Talent Source. To develop new employees from underrepresented groups, Admissions offers J-term and semester internships for students of color.

To help Admissions with its work, Mark suggests the college requires a greater budget for financial aid, work on helping isolated students with social support, education for faculty to help them teach underrepresented students and support for ESL students.

4. Hank Toutain (Dean of Students) prepared a report to address PACD’s questions (April 17, 2006). Many programs that fall under the purview of the Dean of Students office are providing improved support services and outreach programs to underrepresented students. Clinical and wellness programs and graduating career options are being addressed through additional staff training and increased programming. Relations between students of color and Safety and Security have been enhanced during annual cookouts. A Diversity Council has been established and a

number of specific activities and services planned for students of color and international students have been increased. Programs to improve understanding of diversity have been implemented through Community Services. Efforts to increase visible signs of cultural diversity are apparent in brochures and materials, artwork, “Reading in Common” selections and New Student Orientation sessions. Cultural programming is supported through programs and events such as Building Bridges, Our Story, Safe Zone, and cultural fairs. Increased support for underrepresented students is being addressed through the INROADS program, jobsearch workshops, a formal process for addressing racial incidents, staff training/retreats and departmental diversity audits.

Hank suggests that Gustavus needs financial support for “campus diversity programming, more aggressive recruitment of under-represented staff, additional staffing in support of students with special needs, and increased staffing in the Diversity Center.” We also need “support or collaboration” to achieve “greater personal and departmental investment across campus in college-wide diversity development” and “identified space for worship by non-Christians”.

5. Brenda Moore (VP of Institutional Advancement) addressed PACD regarding the questions we had posed (May 5, 2006). Progress has been made in raising money for scholarships although this money is not raised specifically for underrepresented groups. No directives have been received by institutional advancement as to how it should meet goals of the 2004 Task Force Report. There were 27 different hires in the Office of Institutional Advancement in last 6 years and 3 of those were members of underrepresented groups. The office continues to work towards having more persons of color on the Board of Trustees.
6. Ken Westphal (VP of Finance) met with PACD on May 5, 2006. He suggested that we need to have mandatory diversity training for all employees to increase sensitivity and improve interactions amongst employees on campus. It would also be useful to have more money in the budget for advertising aimed at hiring underrepresented groups.
7. In speaking to PACD, President Peterson reported on May 17, 2006 that 50% of the new Board of Trustee members for 2006 are persons of color. Continued efforts will be made to insure that the Board is fully reflective of the growing diversity of our greater community. He suggested a number of issues that he wished to address in fall 2006. Human Resources will be strengthened to support and encourage diversity hiring. In the future, HR should be able to provide more resources to administrative and academic departments in their efforts toward diverse hiring practices. A review of plans to incorporate diversity at other institutions will be conducted to help Gustavus learn new and better practices. Objectives, goals, expectations for all divisions will be clarified with regards to diversity. Diversity plans will be clarified in the budget and strategic plans for 2006. Checks will be put in place to help monitor and assess changes and a report to the community progress in diversity will be communicated each year discussing what has been done to improve diversity and what needs to be done.

Objective 2: To incorporate diversity more fully into the fabric of campus programs and life

8. The job description for the Director of Multicultural Programs has been changed to deal mainly with student support and programming, rather than having the position include duties related to curriculum and faculty hiring. A new hire is planned for the Diversity Center in fall 2006 as, unfortunately, Raj Sethuraju has left Gustavus. Additionally, the new Academic Dean’s job description includes responsibilities for curriculum and faculty diversity that have not been specifically addressed previously. These changes may help address some problems of workload

associated with the Director of Multicultural Programs' position in the past and provide a clear mandate for the Academic Dean to work on diversifying the faculty and the curriculum.

9. Based on work by Barbara Fister and the library staff, PACD has created an area of the library devoted to a diversity materials collection. Additionally, Barbara is creating a website of online diversity-related resources.
10. PACD has hired two student research assistants for a two-year term to help with the work of the committee, to insure additional student input, and to raise awareness of diversity-related initiatives amongst students on campus.
11. Bob Weisenfeld (Assistant VP, Corporate and Foundation Relations) has compiled a report on diversity programs and efforts undertaken by other private liberal arts colleges in Minnesota. In fall 2006, PACD will compare and contrast Gustavus' efforts to those of these sister colleges.

Objective 3: To develop more robust systems of academic and social support for under-represented students and employees

12. In 2006, Gustavus' Sexual Harassment Policy (1993) was presented to and approved by faculty under the name "Policy Against Discrimination and Harassment" and was updated to include language on both discrimination and sexual harassment. However, see point 16, p. 7, under Objective 3.
13. PACD has created a website to raise awareness of the committee and its work as well as to disseminate information related to on-campus diversity initiatives.
14. A number of points have been addressed under the diversity audits described above.

B. What Work Do We Need to Continue or Initiate?

The subsequent points stem from the goals and priorities set during discussion amongst PACD members, during diversity audits, and as a result of discussions between committee members and different constituencies on campus.

Objective 1: To significantly increase the number of under-represented members within our campus community

1. We need to clearly, accurately, and consistently define how we are tracking diversity at Gustavus. Institutional definitions of diversity and underrepresented groups at Gustavus should be clear so change can be assessed accurately. The number of individuals from diverse groups is sometimes calculated by number of persons of color who are citizens of the United States – a measure of domestic diversity. Diversity is also defined as international status or being a citizen of another country. Sometimes these two measures of diversity representation are combined. These definitions and expectations for assessment should come from department heads, deans, and the President.
2. A clear mandate needs to be delivered from upper level administration at Gustavus that we are explicitly advocating for better minority representation. Such a mandate should specify the underrepresented groups that need to be targeted and that hires/admissions will not occur if those specific groups are not appropriately represented in recruitment. Specific goals for hiring should be set and assessed for each division on a yearly basis.

3. The percentage of underrepresented groups in administrative and support staff positions stands at 6% - less than the numbers for students and faculty. The breakdown in representation for these two employee groups is not available and was not available in 2004. However, because individuals in high-level administrative positions are visible and have the ability to influence the college at many levels, Gustavus should be focused on hiring from underrepresented groups for such positions. Those hiring for new job openings, especially for upper level administrative positions, should be intentional about recruiting from a diverse applicant pool.
4. We need a more consistent approach to searches for administrative positions to ensure that individuals from underrepresented groups are considered fairly at all stages of the search process (i.e., creating the position, deciding on the job ad, soliciting a pool of applicants, choosing a hiring committee and individuals to interview, etc.). To maintain objectivity in the hiring process, oversight, or at least advising on the process, should be conducted by a body outside of the division making the hire. Specific criteria for making a hire should be available at all stages of the hiring process and a mechanism should be in place to insure that the criteria are met.
5. We need to continue to recruit highly qualified students of color to attend Gustavus, and work toward increasing the number of students of color in in-coming classes. The Admissions Department has successfully worked toward the goal of recruiting and retaining 50% more underrepresented students, and we applaud their efforts. We recommend that they continue their efforts and work collaboratively with other offices across campus to assist them in reaching a goal of recruiting and retaining a total of at least 10% domestic students of color. We also encourage the College to develop retention initiatives such as TRIO, to support students of color after coming to Gustavus. According to the Minnesota Private Research Foundation (May, 2004), the projected change in number of high school graduates from 2003-2013 reveals an 18.7% decrease in White, Non-Hispanic students and an increase of 173.4% in Hispanic students. Increases are also expected in Asian-American and African-American graduates across the 10 year period. Gustavus will need to work on additional retention and support strategies to meet the need of incoming students of color and to address these changing demographics.

Objective 2: To incorporate diversity more fully into the fabric of campus programs and life

6. The biggest impediment to changing campus climate is a lack of organizational development or strategic planning with regards to diversity in both the short and long term. Gustavus would benefit from an upper level administrative position (at the Vice President level) that provides oversight and integration for diversity at a campus-wide level. This should be someone who has similar management and strategic planning expertise as any head of a division does presently and the power to mandate diversity-related policies campus-wide. Gustavus needs an individual/department that can assess whether diversity initiatives are being followed on campus and has the mandate to act on that assessment.
7. The Gustavus community should be informed regularly of how diversity promotes excellence and would improve the academic and work environment at Gustavus and the message needs to be delivered very clearly from those in positions of power. Our campus leaders should be intentional, strong, and positive in how they communicate about and initiate diversity changes.
8. Communication and decisions about diversity should be transparent on our campus. Diversity-related topics can be controversial (e.g., affirmative action policies) and if management decisions such as hires and policy changes are articulated clearly and fairly, a change to a more diverse environment will be welcomed rather than regarded with cynicism or suspicion. We have to be

ready for the inevitable conflict that change creates and have a visible and trusting way for issues to be addressed. Because such decisions tend to come from upper level administrators, these individuals and departments need to be especially cognizant of the impact of their actions and decisions. We have to be ready for the inevitable conflict that change creates and have a visible and trusting way for issues to be addressed.

9. We need to mandate programming to help all individuals on campus better understand how to support diversity. Required programming for new and present employees and students should be designed to increase understanding about the benefits of diversity, how to anticipate and work through conflict and how to work and live in a diverse community.
10. Gustavus should address diversity and multiculturalism within the curriculum in a more intentional and strategic manner. There are some departments that encourage such practices and certainly a number of individuals who incorporate issues of diversity into their courses, but there is no obvious way for students to find these courses or for departments to ensure they are promoting such courses. Faculty and departments that reinforce a curriculum that addresses diversity should be supported and those that do not should be given direction on how to incorporate change into their course offerings.
11. The establishment of student groups on campus that are co-ed and interracial should be strongly encouraged and supported. We should foster the creation of organizations that will help students grow and mature in a more open environment.

Objective 3: To develop more robust systems of academic and social support for under-represented students and employees

12. Much of the work on diversity support and development at Gustavus is initiated by the Office of Multicultural Programs (Diversity Center) which falls under the purview of Student Affairs. Two main problems occur because of this set up. One is that the office is responsible for too many programs with too few resources (especially staffing) and second, Student Affairs is seen as responsible for all work related to diversity. Thus, the Office of Multicultural Programs has no real mandate or power to effect change in areas not directly related to student affairs, such as hiring and curriculum. Additionally, the general expectation of the college community is that any diversity related work does and should come out of the Office of Multicultural Programs. The result is a lack of commitment to diversity by other areas of the college and a severely over-worked Office of Multicultural Programs.
13. We should be maintaining a database of Gustavus' success at retaining students from underrepresented groups. We need to know where their needs are not being met by compiling statistics on how many students leave Gustavus before finishing their degree and when they are encountering academic or housing problems. For example, how many students withdraw from first year courses (i.e., do students need help in particular disciplines), go on and return from academic probation, have difficulty finding the courses/majors they are interested in (i.e., is our curriculum serving all students well), make use of tutoring services, or change roommates or residence halls? If we are not seeking this information, we will not know how to create a better climate for minority students. This information would be valuable for faculty, head residents, advising and counseling staff, etc.
14. An external review of the Office of International Education has been completed. The final report came out this summer (2006) and the document in its entirety will be available to the community. The concerns of PACD mirror some of the findings of that audit. International Education requires

more resources to fulfill its mandate. Because of inadequate funding, enrollment of international students is down to 32 for spring 2006, a drop from 62 between the years of 1995-to-1997. According to the *Policy Statement on Foreign Students*, Gustavus Adolphus College (January, 1991), “Goals which the Office of International Education and faculty committee endorse and seek faculty and community support to implement include: To double the foreign student population in order to achieve 5% of the total student population. (.5% per year for the next 5 years).” That translates into 119 students for the 1995-1996 academic year, and 129 for the 2005-2006 academic year. International students and faculty are one element of diversity representation on campus and such a decline in enrollment is unfortunate.

15. Although the International Education office and its staff have the qualifications to advise regarding legal/financial needs of international speakers and performers that are invited to campus, they do not have the resources to routinely help with these duties. Additionally, this office advises international students and faculty about immigration policy, but the support of off-campus legal representation would reduce the burden for International Education and improve recruitment, hiring and retention policies for international faculty.
16. Although Gustavus’ 1993 Sexual Harassment policy is posted in the All Colleges Policy Handbook, there is no clear set of steps available to those harassed or those accused of harassment regarding specifically where one can contact a grievance officer/advisor. The only place on-line that names are listed is in the Gustavus Student Guide – this is not helpful to faculty or employees. Thus, individuals who want to discretely contact an unbiased or unaffiliated advisor have to first go to the Dean of Students Office or Human Resources. Additionally, those who are unfamiliar with searching for information on the internet would have great difficulty in finding Gustavus’ policy. In fact, the only readily available link on Gustavus’ website is on the faculty webpage, not on student and employee web pages. Importantly, there is no clear delineation of why and how grievance officers/advisors are chosen or who is in charge of the entire process of following through with complaints suggesting that avenues for questions or change are difficult to pursue. Finally, although a revised policy (Policy Against Discrimination and Harassment) was presented to faculty at an April 2006 faculty meeting, the policy does not appear yet to be officially adopted by the college. Thus, detailed regulations and information available to those who are sexually harassed or accused are not available to those who experience discrimination due to religion, sexual orientation or ethnicity.