

Muhlenberg College

Five-Year Diversity Strategic Plan

Approved by the Board of Trustees, October 24, 2014

Preamble: Terminology

Throughout its work, members of the Diversity Strategic Planning Committee (DSPC) wrestled with the problem of appropriate terminology in discussing Muhlenberg's diversity aspirations. While acknowledging that many types of diversity are important and beneficial, in reviewing the revised and updated Muhlenberg College Statement on Diversity (see Appendix C) we agreed that this plan should focus on those types of diversity represented by "historically underrepresented and marginalized groups" within our community. Having said that, we found that other terms, however imperfect they may be, are occasionally useful, accurate, and necessary. The term "multicultural," for example, while inapt for describing individuals, has gained acceptance at Muhlenberg as a general term for many of the groups we understand as "historically underrepresented and marginalized" at the College. The Multicultural Center is now a hub of activity for students of color, international students, Queer students, feminist students, and others. In considering alternatives to "multicultural" in use on other campuses, we found other options equally problematic. In certain contexts the term "students of color" or "faculty/staff of color" are used when the underlying data specifically reference racial diversity.

Introduction

Muhlenberg College's Diversity Strategic Planning Committee (DSPC) was convened in April, 2013 by President Helm in response to a suggestion from the President's Diversity Advisory Committee (PDAC) that the College develop a formal diversity plan and, most immediately, to a proposal from the Diversity Vanguard, a coalition of student groups.¹ Noting that "despite generations of effort and considerable progress over many years, we still have much to accomplish before we can claim that we live up to our ideal of a diverse, inclusive, and just community," the charge to the Committee called for "developing a plan for the approval of the President and the Board of Trustees that will move Muhlenberg substantially closer to its ideal."²

The committee was comprised of four faculty elected by the faculty; two faculty appointed by the President; four students selected by the Diversity Vanguard; one student selected by the President of the Student Government Association (SGA); three staff chosen by the President from self-nominations; one alumnus chosen by the President from self-nominations; one Trustee appointed by the Board Chair from self-nominations; five ex

¹ *Open Letter to the Community on the Diversity Strategic Planning Process*, January 30, 2103: http://www.muhlenberg.edu/main/aboutus/president/initiatives/diversityatmuhlenberg/letter_01302013.html

² The Committee's charge and initial work plan can be reviewed at: <http://www.muhlenberg.edu/media/contentassets/pdf/president/130424Charge.pdf>

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officio staff members; and the President, who served as chair of the committee.³ A complete list of DSPC members can be found in Appendix A.⁴

This plan acknowledges that there is much work to be done, and attempts to formalize a series of goals and initiatives that can be implemented and monitored broadly across campus. The success of this plan should be measured not only by the initiatives it recommends, but also by the energy it catalyzes across campus in furthering review and renewal.

I. Overview of the Committee's Work

Because of the breadth, depth, and complexity of its charge, the DSPC found it useful to conduct some of its work in plenary meetings, while delegating particular assignments to subcommittees that eventually brought their work back to the full committee for discussion and approval. To promote transparency, minutes of DSPC meetings were posted on the College's website, the President sent periodic updates to the Muhlenberg community, and DSPC members made periodic reports at faculty meetings, manager/staff associate meetings, and trustee meetings. Throughout its work, the DSPC conducted research into the context of diversity and diversity work on Muhlenberg's campus (see section II: Environmental Scan). In addition, the DSPC sought substantive ideas from the campus community by hosting a campus forum to review the proposed goals for the plan, soliciting initiative proposals through the planning website, and organizing a gallery walk to seek input on the proposed initiatives.

To facilitate its work the DSPC developed a system of eleven subcommittees that researched particular questions in depth and brought recommendations to the full Committee for discussion:

Cohort Recruiting and Onboarding Committee

Purpose: to explore peer institutions' efforts, and identify best practices, in recruiting and retaining cohorts of diverse faculty and/or staff

Community Discussion Subcommittee

Purpose: to develop a plan for, and administration of, small group discussions and community conversations with the on- and off-campus Muhlenberg Community about revisions to the Mission and Diversity Statements, and the Diversity Strategic Planning Goals developed by the Committee

Curriculum Committee

Purpose: to review peer institutions' curricula in regard to diversity courses and requirements

³ *Letter to the Community*, April 12, 2013:

<http://www.muhlenberg.edu/media/contentassets/pdf/president/130412MemototheCommunity.pdf>

⁴ A brief history of diversity at Muhlenberg was prepared for this report by Susan Clemens-Bruder (Lecturer in History) and Barbara Crossette '62 (Trustee). This history can be found in Appendix B.

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Data Review Subcommittee

Purpose: to accumulate and review existing external and internal data on diversity and make recommendations on the types of data on which the Committee should focus its attention

Diversity Plan Preliminary Review Subcommittee

Purpose: to review a rubric that helped Committee members distill peer institutions' diversity plans into useful comparative data

Diversity Programming Inventory Subcommittee

Purpose: to gather a list of diversity programming and initiatives already taking place on campus

Legal Information and Best Practices Subcommittee

Purposes: to compile best practices and legal information in the areas of: diversity in admissions; diversity in employment; supplier diversity; and miscellaneous information regarding new legal requirements or best practices that may be relevant to Muhlenberg

Mission Statement and Diversity Statement Review

Purpose: to review and suggest possible edits to the College's Mission and Diversity Statements⁵

Reading Resources Subcommittee

Purposes: to research and identify a body of literature on various facets of diversity that will both act as a reference to, and inform the work of the Committee when writing its Strategic Plan; to begin to create a bibliography for the Plan.

Safety and Security Subcommittee

Purposes: to review existing policies and suggest training for Campus Safety Officers and other campus officials who are required, either by law or by their positions, to accept reports of hate and bias; to develop a public relations strategy to inform the campus community of their reporting options if a person is a victim of, or witness to, a hate/bias incident

Work Plan Subcommittee

Purpose: to draft a work plan so that the Committee might most efficiently direct its time and effort

In addition, once the DSPC (with community input) had finalized six over-arching goals for the plan, it established a subcommittee for each goal to review and prioritize initiatives proposed in support of that goal.

During the course of the Spring and Fall 2013 semesters, the DSPC also met in plenary sessions with senior officers of the College to review major components of the institution's operations as they pertain to diversity and resources. These included:

⁵ The committee report and revised statements can be found in Appendix C.

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1. The College's budget model, budget development process, and the major components of College revenues and expenditures (Treasurer and Chief Business Officer Kent Dyer);
2. The College's admissions strategies for increasing enrollment of underrepresented student groups, diversity enrollment data for the past decade, and appropriate methods for tracking and reporting enrollment diversity (Dean of Admissions and Financial Aid Christopher Hooker-Haring);
3. The College's processes for allocating tenure-track lines, recruiting, evaluating, granting tenure, promoting, and retaining faculty, as well as faculty diversity data for the past decade (Provost John Ramsay);
4. College processes for recruitment and onboarding of new employees, current recruitment strategies for increasing staff diversity, and harassment training for faculty and staff (Vice President for Human Resources Anne Speck);
5. College processes for setting fundraising priorities and raising funds (Vice President for Development and Alumni Relations Rebekkah Brown);
6. Diversity plans from other institutions, utilizing a common rubric (Dean of Institutional Assessment and Academic Planning Kathy Haring)

The DSPC also received regular reports from a separate committee charged with developing a Muhlenberg Hate and Bias Response Plan. This effort, led by Dean of Students Karen Green, produced a strengthened policy that has been approved by College counsel and the President and is now in the process of implementation.

During the mid-year break, DSPC members developed and submitted draft goals and initiatives for the College's diversity plan. These were collated by President Helm and, along with regular reports from the established subcommittees, provided the basis for much of the Committee's work during the spring 2014 semester:

1. Approval of five over-arching goals for the diversity plan (later increased to six goals and revised in response to feedback from the community forum of February 7, 2014).
2. Agreement on a template for community members to use in developing and submitting proposed initiatives and a rubric for evaluating proposed initiatives.
3. Collation and evaluation of initiatives proposed by community members, with opportunities for community feedback at actual and virtual "Gallery Walks" from April 23 -30.
4. Review and prioritization of proposed initiatives, utilizing community feedback from the Gallery Walk.

As the spring 2014 semester drew to a close, the DSPC agreed on an outline for the Diversity Plan and assigned writing responsibilities to specific members of the Committee.

During the summer and early fall of 2014, the DSPC researched cost estimates for proposed initiatives, and tackled the difficult task of prioritizing initiatives within the plan's budget parameters.

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II. Environmental Scan Student Enrollment and Retention

Recruitment

In 1987, Muhlenberg enrolled approximately two percent students of color. Since that time, the Office of Admissions has worked intentionally to grow that population, and the College has worked to support those efforts—both through recruitment and retention.

In recent first-year classes, the student of color population has been between twelve and fifteen percent. Likewise, retention and graduation rates have significantly improved over time.

Where Muhlenberg is today is not where Muhlenberg hopes to be in the future. Progress has been made, but it has been slow progress, and not always consistent progress. The current admissions staff reflects significant ethnic, cultural, and racial diversity. Of nine full-time professional staff, two are Asian, two are Hispanic, and one is African American, a diversity that supports connections with prospective students of color. In addition, the admissions staff has collaborated with the Multicultural Center and the Dean of Students' staff to link current Muhlenberg students with prospective students in ways that can further the recruitment effort.

A variety of relationships forged over time with agencies, community-based organizations (CBOs), foundations, educational counselors and individual high schools are contributing to the growth in diversity in the Muhlenberg student body. Foundations such as TEAK, CBOs such as Prep for Prep, Princeton University Preparatory Program, Leadership Enterprise for a Diverse America (LEDA), NJ Seeds, and Schuler Scholars, as well as individual relationships cultivated with counselors and schools, have served to build Muhlenberg's applicant pool of students of color. The College has now joined the College Greenlight program, which puts it in touch with over 400 CBOs nationwide. The College has also joined the Say Yes to Education program, which works with socioeconomically challenged students, mostly but not exclusively students of color, in Buffalo, New York City, Syracuse and Philadelphia.

The Emerging Leaders Program (ELP) started as the Jump Start Program in 2009, and has evolved into Muhlenberg's institutional version of the Posse Program. Typically involving a cohort of fifteen to sixteen incoming first-year students, the program has helped to support incoming students as a hybrid bridge/leadership development program, and has also served as a catalyst for social justice activity on campus.

As a component of institutional assessment, accepted students, both those who choose to attend the College and those who do not matriculate, are given the ASQ (Admitted Student Questionnaire). Students complete the survey during the summer before they begin their college experience. To better understand the factors that influence students' decisions to come to Muhlenberg, we reviewed results from 2012 and 2013 by race/ethnicity (Hispanic, Asian, African-American, and White) for all students who completed the ASQ. Given the wide disparity in response rates for students who come to Muhlenberg compared to those

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who attend other institutions, comparisons between the two groups disaggregated by racial category would not provide valid conclusions. Thus, our disaggregated groups included both students who were planning on attending Muhlenberg and those who were going to another institution.

The ASQ analysis showed that perceptions of Muhlenberg assessed before students actually began their college experience were similar across all racial groups. Students most frequently described the College as:

- Committed to teaching undergraduates
- Providing preparation for careers
- Providing personal attention
- Possessing a high level of friendliness among students
- Possessing quality academic facilities

The students were less positive about our surroundings, cost, access to off-campus activities, and the quality of social life.

Since the ASQ measures perceptions of the institution before students begin their first semester at the college, we need to develop a process of surveying first year students after they have been at Muhlenberg for a semester to examine if there are differences among racial/ethnic groups in how they define and view the ASQ characteristics.

We did find differences across racial/ethnic groups in the most frequent cross-admission schools. Not surprisingly given that they were the majority in the ASQ sample, the institutions for white students correspond to our typical overlap schools (e.g., Dickinson, Franklin and Marshall, Gettysburg, Ursinus). In contrast, Hofstra and Fordham, urban New York institutions, were the only two institutions listed for African American respondents. Hispanic students had a more diversified list of cross-admitted schools including Lehigh, University of Massachusetts at Amherst, Goucher, Wagner, and Hofstra, as did Asian students who were admitted to schools such as Rutgers, Lafayette, Drexel, Ursinus, and The College of New Jersey. These results indicate that prospective students from different racial/ethnic groups may be viewing the same institutional characteristics with very different evaluative lenses. Further research, such as focus groups with current Muhlenberg students of color, needs to be conducted to gain a deeper understanding of their college search process.

Enrollment

Over the past two decades there has been steady increase in the number of students of color enrolled at Muhlenberg; however, this growth varied across years by ethnic group. In 1991, our entering class included 27 students who identified as an ethnic or racial minority. In comparison, the 2013 cohort had 85 students who self-identified in this category. These numbers do not account for students who declined to provide information about their race or ethnicity. Despite growth in our overall enrollment (there were 463 entering first year students in 1991 compared to 579 in 2013), we have also increased the

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percentage of students of color in our first year cohort. Growth in the percentage of Hispanic/Latino students has risen sharply, particularly over the last three years with a record high of 7.3% in the 2013 first year cohort. Increases in the percent of Asian and African American students have been more modest, with recent percentages varying between 3.1% and 3.6%.

Retention

As enrollment of students of color has increased, retention of these students has been fairly strong. Data on graduation rates shows that in 1991 the percent of students of color who graduated in six years or less was well below the rate for white students. As of 2010, the four-year graduation rate for students of color approached or exceeded the rate for white students. For example, the 2010 graduation rate for Hispanic/Latino was 81.8%, while white students graduated at an 80.4% rate. The most variable graduation rates continue to be for Hispanic/Latino and African American students. In 2009, the five-year graduation rate for African American students was 100%, while in 2010 the four-year rate had fallen to 72.2%.

Faculty Recruitment and Retention

Faculty members influence the mission of liberal arts colleges in multiple ways: they teach, advise, evaluate and mentor students; they design, deliver and revise the curriculum; they lead and participate in co-curricular programs; they attract and help recruit incoming students; and they recommend senior year students for graduate schools and jobs. A college with the goal of "cultivating a campus community that is supportive of inclusion, justice and social equality" must rely on its faculty to lead and carry out a significant share of this work. To that end, a Muhlenberg faculty that embodies diversity and inclusivity deeply shapes the College's engagement with the concerns of justice and social equality in numerous ways.

The College's efforts to diversify its faculty have been only sporadically successful. The percentage of faculty of color has been in the range of 8% to 10% over the past two decades. Possible explanations for this lack of success include: lack of clarity about the importance of diversity as a priority; lack of a coordinated plan for recruitment and retention; implicit bias in hiring procedures; salary offers that were not competitive with peer institutions; and burnout for faculty of color, who are asked to contribute to each diversity issue and initiative on campus. None of these explanations are specific to Muhlenberg. Some combination of all of them can be found at liberal arts colleges that have made concerted efforts during the past decades to diversify their faculties.

In the past four years, Muhlenberg has addressed this challenge in two specific ways. First, the College has been clearer and more intentional in prioritizing the development of diverse pools of candidates in each of its tenure track searches. Second, the College has joined a national consortium of liberal arts colleges whose mission is to assist in recruiting, mentoring and retaining diverse faculties at its member institutions. The Consortium for Faculty Diversity (CFD) membership now includes over sixty national liberal arts colleges, and it serves as a clearinghouse for information for best practices in the recruitment and

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retention of diverse faculty. The '13-'14 academic year was Muhlenberg's most successful as a CFD member, recruiting four CFD post-doctoral fellows to its faculty.⁶

When looking at faculty across all ranks and including adjunct faculty, the data show that the College has made progress in increasing diversity. Diverse faculty doubled in numbers (from 8 to 16) from 1993-2003 and increased from 16 to 29 (+81%) from 2003-2013. However, retention of racially and ethnically diverse tenure-track faculty has been a challenge for Muhlenberg. Since 1998-1999, seven of Muhlenberg's thirteen tenure track faculty of color have left the College. Six resigned to accept offers at other institutions. This attrition rate of 58% is more than double the 27% attrition rate for white tenure track faculty. So in addition to the recruiting challenges the College faces, there is also a retention challenge, particularly at a time when many kinds of higher education institutions are aggressively recruiting excellent teacher-scholars of color. This challenge is not particular to Muhlenberg. Faculty of color are often pulled in multiple directions and conclude that the competing demands on their energies will be less sustainable over time.

The provost's office is piloting two programs this year to address this retention problem. Consortium for Faculty Diversity Fellows have an experienced faculty mentor from outside their departments. This mentor's role is to help them negotiate their first semester(s) at Muhlenberg and provide advice and support. Secondly, a writing seminar/workshop is being developed so that the Fellows can make early and steady progress on their scholarly projects. The goal of these efforts is for the College to learn as much as possible about how to implement a supportive and sustainable community and work culture for incoming faculty of color.

Staff Recruitment and Retention

The recruitment, development, and retention of a diverse staff across all areas of the institution is a key element in supporting excellence in administration and operations. Changes in recruitment methods have contributed to Muhlenberg's success in attracting a more diverse applicant pool. The College has evolved from one hundred percent newspaper and print journals twenty years ago to predominantly on-line recruitment in 2014. Specific methods of advertisement are largely determined by the type of position to be filled.

For non-exempt, hourly-rated positions, the institution recruits from the local area, using *The Morning Call* and coincident listing on the CareerBuilder.com website, along with posting on Muhlenberg's own website. CareerBuilder.com provides national exposure, while the local paper gives exposure to the pool of Lehigh Valley candidates who may lack electronic access. This recruiting methodology has proven to be effective for secretarial/clerical staff, skilled crafts positions, housekeepers, groundskeepers and campus safety officers.

⁶ See Appendix D for mission and objectives of the CFD program.

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Muhlenberg College has an annual contract for unlimited postings on the higher education recruitment website www.HigherEdJobs.com, and all professional positions (faculty and administrative management) are listed on that site and on Muhlenberg's job opportunities page (<http://jobs.muhlenberg.edu>.) For management positions, the institution uses selected websites and listserves reflecting the specialty required (for example, Council for Advancement and Support of Education - CASE - for development positions, College and Research Library News for library positions.) In many instances, the *Chronicle of Higher Education's* www.Chroniclereaders.com is another important online staff recruitment source. Other discipline specific sites (for example, Theatre Communication Group ArtSearch or Chemical and Engineering News) are used for administrative management positions working in academic departments.

To push information proactively about openings out to diversity candidates, the institution uses an outreach service offered by HigherEdJobs.com. This service emails notices about job listings to diverse candidates who have indicated their interest in receiving the "affirmative action" email alerts. Muhlenberg College also encourages departments to reach out to graduate schools for referrals of diverse candidates.

Employee ethnic diversity has changed substantially in the last 20 years at Muhlenberg College. According to official reports submitted to the federal government (EEO-6 reports and IPEDS reports), total ethnic minority employee numbers grew from 32 to 55 (+71%) from 1993 – 2003, and from 55 to 77 (+40%) from 2003-2012. For the full 20 year period from 1993 – 2012, the gain from 32 to 77 employees who self-identified as part of an ethnic minority group represents an increase of 140%.

In 2009, government reporting of ethnicity changed as individuals were able to self-identify with one ethnic group or "two or more" ethnicities. This reporting change made it difficult to demonstrate improvement in the numbers of any specific ethnic group, as some employees who previously identified as Hispanic, Asian, African-American or other ethnicities are now listed in the "two or more ethnicities" category.

When grant requests are submitted, an institution's demographic statistics are often audited to see if any particular group is statistically underrepresented. While Muhlenberg College's numbers are smaller than we aspire to, every grant audit to which the institution has been subjected has come back noting that protected classes are not underrepresented in the institutional workforce based on census data reflecting availability by employee category.

Muhlenberg College's male/female employee demographic has also changed over the past 20 years. According to the Source Book, an annual publication at Muhlenberg, twenty years ago, the full-time employee count (faculty, administrative management and staff) stood at 186 men (57%) and 141 women (43%). Today, the gender split is 231 men (46%) and 271 women (54%). The change is most dramatically illustrated in the full-time faculty ranks. In Fall 1993, the full-time faculty roster included 78 men (68%) and 37 women (32%). In Fall 2003, the full-time faculty was comprised of 84 men (55%) and 70 women

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(45%). In Fall of 2013, the full-time faculty composition was 89 men (52%) and 83 women (48%).

Muhlenberg College began offering health insurance coverage to same-sex domestic partners more than 14 years ago, at a time before any state had marriage equality and when only a handful of employers in the geographic region offered equal spousal benefits for LGBT employees. The institution has received feedback from a number of LGBT hires who noted that the institution's offer of health insurance to their same-sex spouses was a contributing factor in the decision to come to work at Muhlenberg. Similarly, Muhlenberg added "Sexual Orientation" to its institutional anti-discrimination policy in the late 1990's and added "Gender Identity" in 2005. (Note: As LGBT status is not reported, no data are available to demonstrate progress in representation for this demographic.)

Muhlenberg competes with a wide range of colleges and universities (and for some positions, corporate employers) across the country for diverse candidates. Particularly in the faculty ranks, international candidates are increasingly rising to the top in searches. Muhlenberg College has successfully used visa processing as a tool to increase the number of diverse faculty and administrative managers. In Fall 2014, several new faculty and staff members will start work at Muhlenberg with temporary visas with Muhlenberg as the sponsor. Going forward, these individuals will require ongoing visa processing support to continue to work at Muhlenberg. It is important to note that, while the initial visas Muhlenberg College obtains for these individuals bind them to Muhlenberg as the employer, once they clear the permanent resident visa process they are no longer tied to the institution.

The College has demonstrated a willingness to pilot new ideas to increase employee diversity. Diversity fellowships, consortial faculty arrangements and post-doctoral appointments are just a few of the strategies designed to deliver greater faculty diversity, even if only temporarily. As stiff as the competition is for initial engagement of diverse faculty and staff, retention of these same employees is perhaps an even bigger challenge.

Campus Climate

Data Review

In summer 2013, the Dean of Institutional Assessment and Academic Planning compiled the results of diversity-related items across all student surveys administered at the College between 2008 and 2012. Surveys included the Higher Education Research Institute (HERI) Senior Survey (2008, 2012), National Survey of Student Engagement (NSSE) (2008, 2011), and the Higher Education Data Sharing (HEDS) Senior Survey (2009, 2010). The questions considered satisfaction with ethnic/racial diversity on campus and the climate for minority students, the development of skills that students need to succeed in a diverse society, and the frequency of meaningful contact with peers from different racial/ethnic groups. Across all surveys, there was a slight increase in satisfaction with climate for minority students and the ethnic/racial diversity on campus. While there were no real differences during the 5-year time period in the extent that diversity-related skills were enhanced by the students' education at Muhlenberg, we did see a slight increase across this time in the

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frequency of contact (e.g., socialized, shared a meal, studied for class) that students had with peers from different racial/ethnic groups.

To provide a deeper review of our institutional data, we selected items from the HERI 2012 Senior Survey that assessed 1) Interactions with Faculty and Staff, 2) Interactions with Peers, and 3) Diversity Experiences. We disaggregated the data by race/ethnicity (students of color and white students) to test for statistically significant differences between the two groups.

We found no significant differences for items that measured interpersonal interactions with faculty and staff. Both white students and students of color were similar in their perceptions about faculty feedback in class and support for academic success, faculty encouragement for class participation and empowerment to learn, staff recognition of achievements and encouragement for campus involvement, and faculty/staff interest in personal development.

For items that measured interactions with peers, we saw a mixed pattern. Both students of color and white students were similar in the frequency that they discussed course content with other students outside class. Both groups viewed themselves as part of the campus community; however, students of color were less satisfied with the overall sense of community than were white students. Students of color were more likely to dine, share personal feelings and problems, and have intellectual discussions with students from a different racial/ethnic group. These students also reported a higher frequency of guarded, cautious interactions and tense, somewhat hostile interactions with students from a different racial/ethnic group.

Analyses of questions that addressed diversity-related learning outcomes and curricular/co-curricular experiences showed no differences between the groups in their perception that their education developed their knowledge of people from different races/cultures. The groups also reported participating in a women's studies course or a racial/cultural awareness workshop at a comparable rate. Students of color were more likely to have taken an ethnic studies course and reported a higher ability to work cooperatively with diverse people. We did find that satisfaction with the racial/ethnic diversity of the student body, although similar for the two groups, indicated that students, in general, were not satisfied with the current diversity levels. Statistically significant differences between the two groups of students did exist. Compared to white students, students of color agreed more that 1) they felt discriminated against at the institution because of their race/ethnicity, gender, sexual orientation or religious affiliation, 2) there is a lot of racial tension on campus, and 3) they heard faculty express stereotypes (based on race/ethnicity, gender, sexual orientation, or religious affiliation) in class, and 4) they experienced a higher frequency of feeling insulted or threatened because of their race/ethnicity.

Observations and insights that DSPC members shared during the committee's meetings may not be representative of experiences of the larger community, but provide a frame for

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helping us understand our survey results. Faculty and staff noted that the enrollment of a more diverse student body has led to an enrichment of campus dialogue about what diversity is, what it means, and why it's important. Students seem to be more willing to discuss diversity at Muhlenberg and more importantly, there is an increase in student engagement and leadership surrounding diversity discussions and programming. The expansion of diversity-related curricular and co-curricular offerings has led to a student body that is better read, better informed, and more fluent about diversity issues. We've seen a renewed energy and interest from first-year and upper class students in multicultural student groups on campus and a greater level of acceptance for the LGBTQ community on campus, a group that has a visible presence at the college.

Our progress needs to be considered in light of the campus climate challenges that the institution faces. While multicultural students have found a home and support in the Multicultural Center, they don't always feel a strong sense of belonging to the greater Muhlenberg community. Faculty also voiced concern about the support and campus climate for faculty and staff of color. Student members of DSPC noted instances on campus where peers expressed stereotypes and racial slurs, and described situations where faculty comments and classroom discussions displayed a lack of understanding of the diverse backgrounds of the students in the class. Students also reported a lack of information on how to report hate/bias incidents that violate College expectations for student or faculty/staff behavior.

Data Collection

As a means to assess more directly perceptions of current campus climate, we administered the Diverse Learning Environments (DLE) survey to all sophomores and juniors in spring 2014. Twenty questions were added to measure the effectiveness of various curricular (e.g., diversity courses) and co-curricular (e.g., First Year Orientation, Multicultural Center programming) activities in supporting the development of students' understanding of diversity, as well as to identify the factors that motivated them to learn more about diversity issues. We also administered the HERI Faculty survey combined with the campus climate module to all faculty in spring 2014. The survey measures the perceived importance of diversity-related student learning goals, faculty use of inclusive pedagogy, and personal experiences of bias and discrimination on campus. Results from both instruments will be available fall 2014 for review.

Diversity Inventory

As part of the planning process, we conducted an institutional audit of diversity programs, initiatives, and investments in order to determine the extent to which diversity topics were related to academic and social forums on campus. To complete this work, members of the DSPC reviewed college-recognized student organizations, programming registered with either Seeger's Union or Multicultural Life, events posted in campus announcements, initiatives related to recruitment and retention of ethnic/racial minorities, faculty scholarship, faculty development programs, and institutional surveys and assessments. The goal was to compile a comprehensive list of all campus-wide diversity related activities that were recorded from 2008-2013.

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Results showed that there are 18 college-recognized student organizations that specifically focus on multicultural life. There were 161 programming events recorded, with a notable increase in programming in more recent years. Out of 161 programs, 17 of these events were posted in campus announcements. There were also 58 faculty who identified areas of scholarship connected to issues of diversity, and 14 student recruitment and retention initiatives (focused on racial/ethnic minorities). At the institutional level, six surveys or other assessments contained items that addressed diversity-related issues on campus.

A critical review of the diverse activities revealed that programs and initiatives reported in the inventory did not consistently indicate a linkage to diversity, multiculturalism or to issues of power, privilege and difference; nor did the titles of programs offer a clear representation of the content. Programs were often recorded as diversity-related if the sponsoring organization (e.g., Black Student Association, Comunidad, etc.) was directly connected to Multicultural Life. Additionally, the reported lists of diversity programs were primarily initiated by student organizations in collaboration with faculty, staff and Multicultural Life, and less likely identified as organized by faculty and staff. One explanation for this is that administrators, faculty, and staff did not register their programming or initiatives with a specific outlet (e.g., Seegers Union). Although there were diversity-related efforts initiated by many different constituencies on campus, information was siloed, limiting our ability to create a comprehensive list of diversity-related activities. Ultimately, the audit was incomplete because there is no organized central clearinghouse for collecting and disseminating information about diversity-related activities on campus.

Without a database that can both categorize diversity programming, academic and co-curricular, Muhlenberg lacks the infrastructure to communicate diversity-related information to the campus and to outside constituents effectively. Further, without a clear definition of what can be classified as diversity-related activities, the institution lacks an ability to quantify and assess effective programs, initiatives, and investments. Results of this audit suggest that a clearly defined diversity statement could help better to identify, collect, and organize diversity-related activities, and a central database could better facilitate communication between organizers as well as increase awareness about campus-wide activities.

Financial Resources

Muhlenberg has invested significantly and strategically in campus diversity work in recent years, though it can certainly be argued that its budget for such work is inadequate. The College's most significant diversity investment is in the form of need-based institutional grant aid, currently totaling \$20.7 million per year. These funds provide the financial support that allows Muhlenberg to recruit a more economically and ethnically diverse student body than would otherwise be possible. As of FY'14 the College budgeted \$144,000 annually for staff compensation directly related to diversity responsibilities, \$50,000 annually restricted to diversity programming, and an additional \$47,000⁷ annually in

⁷ Two-year average for FY'13 and FY'14

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discretionary programming funds. The College invested \$680,000 in FY'07 for the acquisition and renovation of the Multicultural Center, and an additional \$286,000 in FY'14 for capital improvements to the Multicultural Center.⁸

In developing the College's FY'14 budget, the President and Chief Business Officer sought and received Trustee approval to allocate \$250,000 from unspent FY'13 contingency funds for one-time start-up costs of diversity initiatives, and to earmark an additional \$125,000 per year in the budget to cover ongoing costs of diversity initiatives approved in the final plan. The latter provision represents an increase of over 125% in annual resources for diversity initiatives.

The College has also prioritized fundraising for financial aid by designating \$11 million of quasi-endowment as matching funds for new endowment commitments for financial aid (\$10 million) and educational program enhancements such as stipends for internships, MILA courses, and student research fellowships (\$1 million).

Legal Information and Best Practices

Members of DSPC reviewed legal documentation and best practices in several areas of institutional functioning – admissions, employment, and supplier diversity – to evaluate current policies and practices at Muhlenberg and to inform diversity plan recommendations.⁹

Admissions

Given the 2013 *Fisher v. University of Texas* decision, colleges and universities now have a higher standard to meet to justify even those race-conscious policies and practices that are “narrowly tailored” and grounded in a “compelling interest.” While a 2007 review revealed that Muhlenberg's practices were in compliance with the law, we need to put in place structures to periodically review any race-conscious policies and practices. Documentation should reflect how any such practices were selected from the array of race-neutral options in order to support a “compelling interest” based in our stated mission. In line with this work, all institutional statements (mission, diversity, strategic principles) should affirm diversity as a core institutional value. The U.S Department of Justice and the U.S Department of Education have outlined guidelines for race-neutral approaches that include the creation of admissions pipeline programs with local secondary schools. Peer institutions also provide models for targeted scholarship and recruitment programs. The College must also be attentive to even narrower tailoring of the legal requirements for race-conscious practices in the future as legal guidelines evolve.

Employment

The U.S. Equal Employment Opportunity Commission through the Eradicating Racism and Colorism from Employment (E-RACE) Initiative and the Society for Human Resource

⁸ The costs of housekeeping, utilities, and routine maintenance for the Multicultural Center are not included in diversity investment totals.

⁹ The committee report can be found in Appendix E.

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Management via their Strategic Diversity Management Plan have identified best practices to improve hiring diversity and prevent race and color discrimination in hiring, promotion and retention. Currently, the College lacks adequate resources for training, policy enforcement, and staffing to be in line with many EEOC and SHRM best practices.

In order to develop greater consistency in recruitment, hiring, and retention practices across departments, hiring managers should receive training on search techniques, hiring practices and Equal Employment Opportunity (EEO) laws. The development of neutral and objective hiring criteria for each department on campus will prevent subjective employment decisions based on personal stereotypes or hidden bias. The use of applicant tracking systems will allow the College to monitor EEO compliance in hiring, promotion, and retention.

Supplier Diversity

The review of current purchasing practices and policies found that the College lacks a formalized Supplier Diversity Policy and that staff are generally unaware of the stated institutional goal to support supplier diversity. Thus, prospective vendors wouldn't necessarily be made aware of bid opportunities. A strong supplier diversity policy should state institutional commitment to diversity as it pertains to vendors and recognize certifications from relevant diversity professional organizations. The College already requires suppliers to affirm the institution's non-discrimination policy as part of any bid.

III. Goals and Initiatives

As noted above, the DSPC identified six over-arching goals for the College's new diversity plan. Five of these were identified by the Committee members during their work together, and a sixth was added in response to suggestions from the community. Initiatives supporting these goals were also suggested by community members as well as members of the Committee. Despite the allocation of substantial resources for the plan (see above), the DSPC quickly realized that these would be sufficient only to fund the best and most promising initiatives from a large number of excellent suggestions. The Committee worked with relevant faculty, staff, and students to determine the one-time start-up costs of initiatives, and ongoing costs. We then divided initiatives into three categories:

- Initiatives requiring ongoing support
- Initiatives requiring one-time start up funds
- Initiatives requiring no cash funding (though staffing impact was considered)

After further discussion and review of the proposed initiatives and their estimated costs, Committee members completed a budget exercise aimed at prioritizing initiatives within the budget envelope. This exercise, which collated individual submissions to produce an overall ranking of fundable initiatives, allowed us to reach consensus about priorities. As mentioned, not all good ideas could be funded, and not all committee members' personal

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priorities were funded. Nonetheless, after spirited discussion DSPC members did agree on a set of initiatives that, in our view, will most effectively advance diversity at Muhlenberg.

It is important to remember that the initiatives funded or otherwise included in this plan do not represent the universe of diversity initiatives and efforts at Muhlenberg, but new, incremental initiatives that will supplement existing efforts and resources.

Also, the DSPC discovered during the course of its work that some important initiatives could be funded with other resources not originally earmarked for the diversity plan. Thus, for example, a generous grant from the Andrew W. Mellon Foundation will provide support for the development of diversity courses in response to the College's new HDGE requirement. Salary savings in the Provost's area permitted funds to be shifted in partial support of programs and resources for international students. Funds for an Associate Dean for Diversity Initiatives could be allocated from the adjunct faculty budget. The need to increase financial aid over budgeted levels could be addressed by shifting funds from the utilities budget because our sustainability initiatives in the current strategic plan have reduced energy costs.

We also discovered that many initiatives supported multiple goals. These interconnections will be indicated in the summary of goals and initiatives below.

Goal 1: Cultivate a campus community that is supportive of inclusion, justice and social equality

- 1.1 Institute on-line diversity training for all College employees.
- 1.2 Install gender-neutral bathroom signage and develop a reference map of GNB locations on campus.
- 1.3 Upgrade software and policies to make it easier for transgender students to change their names on IDs and in some College records.
- 1.4 Communicate gender-neutral housing policies for first-year students more effectively to ensure that all incoming students are aware of their options.
- 1.5 Include in every employee (faculty and staff) job description the expectation that employees will actively foster inclusion, justice, and social equity in their work; include assessment of personal efforts in these areas in annual performance appraisals.

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Goal 2: Actively recruit and retain a student body with increasing numbers of students from historically underrepresented and marginalized groups

- 2.1 Create the position of Assistant Director of Multicultural Life to support expanded programmatic initiatives related to diversity and multicultural life. (Also supports Goals 1 and 6)
- 2.2 Expand the Emerging Leaders Program by adding a second cohort. (Also supports Goal 1)
- 2.3 Provide a limited number of stipends to support participation in MILA courses and Alternative Break programs by students otherwise unable to participate because of financial constraints. (Also supports Goal 1)
- 2.4 Expand bilingual resources for the recruitment and support of international students
- 2.5 Provide one-time support for a "Voices Heard" initiative, engaging alumni from historically underrepresented and marginalized groups to define and develop events and programs that support, engage, welcome, and celebrate both students and alumni from these communities who may be feeling disenfranchised and disengaged.
- 2.6 Provide one-time support for a partnership between the Wescoe School and the Office of Multicultural Life to create a mentoring program in which Wescoe School students and alumni who are members of traditionally underrepresented groups serve as life and career mentors for day students affiliated with Multicultural Life.
- 2.7 Develop appropriate assessment protocols in cooperation with the Dean of Institutional Assessment and Academic Planning to assess recruitment, enrollment, and retention patterns.
- 2.8 Continue to pursue and expand partnerships with organizations that can help increase student diversity (e.g. Prep for Prep, TEAK, Schuler Scholars, Princeton PUPP, Philly Futures, etc.).

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Goal 3: Actively recruit and retain more faculty and staff from those racial and ethnic groups that have had limited access to careers in higher education

- 3.1 Assess recruitment, hiring and retention patterns of candidates. Implement policies and training for search committee members to enhance recruitment of racially and ethnically diverse candidates.
- 3.2 Continue to build a strong relationship with the Consortium for Faculty Diversity as a means of identifying and recruiting more diverse candidates for faculty openings.

Goal 4: Strengthen the depth and complexity of teaching and learning about diversity

- 4.1 Implement a Muhlenberg Intergroup Dialogue Program derived from the University of Michigan's model. (Also supports Goal 1)
- 4.2 Provide additional funding to expand Martin Luther King Week with interdisciplinary programming that deepens the engagement of the campus community with social justice issues. (Also supports Goal 1)
- 4.3 Provide one-time support for inclusive pedagogy programming through the Faculty Center for Teaching. (Also supports Goal 1)
- 4.4 Provide one-time support for a three-phase program supporting faculty development and curricular development of academic programs addressing transnational, multicultural, and global subjects of social justice and equality. (Also supports Goal 1)

Goal 5: Engage more deeply with the diverse communities of Allentown and the Lehigh Valley

- 5.1 Create a Muhlenberg-Allentown Promise Program that will annually provide at least one full-tuition scholarship for a qualified student from the Allentown School District High Schools (Allen, Dieruff, Roberto Clemente Charter) and Allentown Central Catholic High School. This program would be comparable to the College's current commitments to the Say Yes to Education Program, the Afghan Girls Fund, and the Open a Door Foundation. (also supports Goal 2)
- 5.2 Create a supplier/vendor diversity policy.

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Goal 6: Assign responsibility for the measurement, assessment, and coordination of diversity initiatives

- 6.1 Create the position of Associate Dean for Diversity Initiatives to ensure that diversity initiatives and progress toward diversity goals are both coordinated and regularly assessed. (also supports Goals 1, 3, and 4,)
- 6.2 Provide one-time funding for a consultant to conduct a comprehensive review of all college policies and processes to determine which are exclusionary, discriminatory, or supportive of unearned privilege, including: admissions and financial aid policies, housing policies, student health insurance requirements, campus transportation, hiring, vendor selection, etc. (Also supports Goal 1)

Additional Initiatives

A significant number of interesting initiatives could not be funded in this first strategic plan. However, we will retain the information submitted by various individuals and campus groups to consider when and if additional funding becomes available during the five years before another diversity planning process is undertaken.

IV. Assessment and Renewal

For a plan to be effective, it must be monitored, evaluated, and adjusted in response to assessment results. Muhlenberg's Diversity Strategic Plan focuses on six broad goals, and 23 initiatives designed to achieve those goals. Responsibility for each initiative has been assigned to specific offices and resources have been budgeted, when appropriate, to support implementation.

At the most general level, the administration will prepare an annual progress report for the community, providing updates on what has been achieved in regard to each initiative. In cases where it seems that initiatives are not being implemented, or are being implemented but not producing the anticipated results, those responsible for these initiatives will re-evaluate them and make appropriate adjustments.

At a more granular level, those responsible for implementing each initiative should have a plan for assessing its effectiveness during the course of each year. These plans will be reviewed by the Dean of Institutional Assessment and Academic Planning. In addition to assessment of initiatives newly proposed in this plan, the College will develop assessment mechanisms for existing diversity programs to determine whether they are accomplishing their objectives and whether they can be strengthened or revised to increase their effectiveness.

The Diversity Strategic Planning Committee

Alumni Representative

Adrian Shanker '09, Director, Bradbury-Sullivan LGBT Community Center

Faculty Representatives

Janine Chi, Associate Professor and Chair, Sociology and Anthropology

Sue Clemens-Bruder, Senior Lecturer, History

Troy Dwyer, Associate Professor, Theatre and Dance

Kim Gallon, Assistant Professor, History (April 2013-May 2014)

Kate Richmond '00, Associate Professor, Psychology

Jeremy Teissere, Stanley Road Associate Professor of Biology and Neuroscience

Staff Representatives

Cynthia Amaya-Santiago '00, Senior Associate Director of Admissions and
Coordinator of Multicultural Recruitment

Kathy Harring, Dean of Institutional Assessment & Academic Planning *and*
Professor, Psychology

Randy Helm, President

Corey Goff, Director of Physical Education and Athletics

Karen Green, Vice President for Student Affairs *and* Dean of Students

Christopher Hooker-Haring '72, Dean of Admissions and Financial Aid

Callista Isabelle, College Chaplain

John Ramsay, Provost

Robin Riley-Casey, Director, Multicultural Life

Student Representatives

Kayla Brown '14

Matt Dicken '14

Luis Garcia '15 (April – December, 2013)

Emeley Rodriguez '15 (December 2013 – November 2014)

Melanie Ferrara '15

Zachary Tanne '14

Trustee Representative

Barbara Crossette '63, Correspondent, *The Nation*

Ken Butler, process assistant

Muhlenberg College Diversity History

Muhlenberg College at its founding established a curriculum for young men in the classic liberal arts, pledging to educate students intellectually, physically, and spiritually. Students, predominantly of German ethnicity, prepared for the ministry, various secular professions and military studies. The College was closely linked to the Lutheran Ministerium of Pennsylvania and the Commonwealth of Pennsylvania's founding principles of religious tolerance.

College admissions mirrored the educational norms of the late nineteenth century and early twentieth century, when men and women were mostly educated in separate colleges. Higher education excluded African Americans unless the institution was a specifically segregated or designated for the mechanical trades. Ethnic groups from Southern and Eastern Europe faced similar discrimination, and religious prejudice kept Roman Catholics and Jews from many colleges. Reflecting the era, Muhlenberg College admitted students along the lines of most liberal arts colleges into the 20th century, with only few opportunities for those students who faced systems of discrimination.

In the 1909-1910 academic year Muhlenberg College established a Saturday School for teachers to respond to curricular changes taking place in public schools, and the college's profile began to change. In the first year, nearly a third of the students were women. Courses drawn from the regular Muhlenberg College curriculum included ancient and modern languages, biology, chemistry, English, mathematics and physics. By 1915, the college had established a summer school, once more with the intention of serving public school teachers.

Teacher training for women and men continued to expand in the years that followed. By 1918, the Board of Trustees voted to award degrees to women who had achieved the "proper number of courses" for an A.B. or B.S. degree. Mabel Knecht became the first woman to receive a degree in 1920. By 1935, 450 women had received degrees from Muhlenberg College, which was a state-approved institution to certify teachers.

During World War II, extension courses included training women for war work. In addition, the college had provided space for military training for approximately 900 men. The male day student population divided time between supporting home front war programs in the community and training on campus for the Army, Navy, and Marines.

After the war, Muhlenberg College welcomed military veterans under the Servicemen's Readjustment Act (the G.I. Bill), a national affirmative action plan that paid tuition for higher education. This program brought young men to Muhlenberg College not only from the immediate region but also places far from Allentown. Students were introduced to an expanded and more diverse community at the College. Subsidized students on the G.I. Bill from both from World War II and the Korean conflict expanded the student population, but

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in turn also put stress on the College's facilities. At this crossroads, the college decided that admitting women and creating a mixed-gender intuition would solve some financial challenges.

The young women who arrived on campus in 1957 as fulltime Muhlenberg students found a cool to hostile reception from male students who resented what they saw as an abandonment of traditions and a radical remaking of the campus environment. Hazing of freshmen was one of those traditions, and some men took it as a license to intimidate and humiliate the first female students as they walked to classes or meals in the small college commons, on the site of what is now a campus services building. The lives of the first class of women on campus were featured in a photo essay in Life magazine. Within a few months, tensions had begun to subside, but it took more than a year for normality to set in, as new incoming male students arrived annually knowing they would be studying with women and not so opposed to the prospect of coeducation as upperclassmen were in 1957.

Programs in adult education involving many women continued to evolve through the 20th Century, culminating in the establishment of the W. Clark Wescoe School of Professional Studies in 1998. The Wescoe School now offers degrees in 25 subjects and enrolls about 300 students in night and weekend courses to accommodate adult schedules. Muhlenberg's adult evening program has been heralded for its achievements with students attending under the G.I Bill.

The introduction of women on campus foreshadowed other changes in the 1960s. Students, especially women, battled against the College acting *in loco parentis* as discriminatory since the rules for men allowed more freedom and personal self-determination, while women were protected with curfews, dress codes, and house mothers. In the 1960s, court decisions confirmed that the constitutional rights of college students should not be abridged. Equality of college rules for women followed.

Contentious issues arose around free speech at Muhlenberg, exemplified by the controversy over the visit of Amiri Baraka (born Everett LeRoi Jones) to the College. His political stance as a black nationalist and a Marxist and his provocative, in-the-face -of-the-audience style challenged the white middle class majority. Baraka's visit coincided with more student activism in the United States generally. Although the College invited other black speakers to campus, the enrollment of black students was sparse, along with few Asian, Hispanics and Latinos. International students coming to Muhlenberg ebbed and flowed since the 1970s.

Chapel attendance, a factor in the early years of a Muhlenberg education, had not been required for many years. Protestant and Roman Catholic services continue to be offered weekly, and religious diversity has continued to increase since the 1990s. Thus, religious composition of the Muhlenberg student body has changed dramatically in recent decades.

Of students who currently report a religious affiliation, most belong to a variety of Protestant denominations, Judaism, or Roman Catholicism. The once large Lutheran

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population of European descent has dropped rapidly. By 2013, only 5.2 percent of students identified themselves as Lutheran, a smaller percentage than those who said that they had no religious affiliation. (Almost 9 percent identified as members of other Protestant denominations.) Roman Catholic students accounted for about 30 percent of students, almost 32 percent were Jewish.

A small but growing number of Hindus, Buddhists, Muslims, and students of other religious traditions are part of the student body. In its Multicultural Center, Muhlenberg created one of the very few Muslim prayer rooms in an American liberal arts college, with an adjacent, purpose-built bathroom for washing before praying.

An Institute for Christian-Jewish Understanding was established in 1989, using academic resources to foster such research and dialogue and to build bridges of understanding. The Interfaith Leadership Council, convened by the College Chaplain is comprised of representatives from student religious organizations and other religious/spiritual affiliations. The Council offers programming for students to help build bridges between religious traditions.

The college also instituted or improved its outreach to other formerly underrepresented groups, including students with physical challenges and learning disabilities. An office of disability services opened in the Seegers Union, where numerous other assistance bureaus and student government offices are housed.

In the 1980s, LGBT students established the semi-underground Rainbow Space organization as a safe haven for students who felt unsafe being out at the college. There were few resources at the College for LGBT students at the time and few allies among the staff or administration. By the early 1990s, LGBT students began receiving some institutional support among college faculty and administration. The office of human resources added "sexual orientation" to the College's non-discrimination policy, making Muhlenberg one of the first major employers in the Lehigh Valley to do so. Equal spousal benefits were extended to LGBT employees in 2000, and in 2005 the Board of Trustees broadened the anti-discrimination policy to include "gender identity." In 2006, the College appointed an LGBT Coordinator, for the first time, and in 2007 the College began to offer gender neutral housing options to upper class students and in 2010 began offering gender neutral housing options campus wide. The Muhlenberg College Career Center became a Gold-Certified LGBTQ Career Center by Out for Work in 2013, and student organizations (currently, Students for Queer Advocacy - SQuAD) promoting visibility and equal rights for LGBTQ people have prospered on campus. In 2014, the Philadelphia Gay News wrote a feature story about Muhlenberg as an LGBT-affirming college campus.

Students of varied cultures outside the traditional white European mainstream accounted for only about 2% of the students at Muhlenberg in the 1980s. Since then, statistics of multicultural enrollment between 1990 and 2013 show a slow but steady increase in diversity. In 1990, only 100 students were listed as multicultural from a student body of 1,570, representing 6.4% of the student body. In 1995, 144 multicultural students

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represented 8.4% of the 1,706 students at the College. In 2000, the total of full-time students numbered 2,054, with 143 multicultural students, dropping the percentage to 7.0%, but by 2005 the percentage of multicultural students increased slightly. In 2010, when the data followed the federally mandated way of counting ethnicity, of the 2,225 registered full-time students, 38 identified as African American, 6 listed Native American, 59 students chose Hispanic, 59 were Asian/Pacific Islander, and 30 listed two or more ethnic groups. By 2013, African Americans grew to 50 students out of 2,195, 4 students listed Native American, 108 students chose Hispanic, 65 listed Asian/Pacific Islander, and 34 identified with two or more ethnic groups. In that year the percentage of multicultural students rose to 11.9%.

Percentages are continuing to grow. Recent incoming classes at Muhlenberg showed 12% to 15% multicultural students. The class of 2018 has increased to nearly 16%. Non-resident alien students would boost the number slightly if they were to be counted. In addition, the retention of multicultural students has grown over the past twenty-five years.

Lively discussions about diversity increased in the 1990s. The newly created Center for Ethics held an all-college forum on diversity. Classes were canceled to allow students to attend various conversations led by faculty. In 2006 and 2007, small group discussions on diversity became a part of first year student orientation. Students interview people from the campus community to create a theater performance to spark open conversations among students, and each year a coalition of campus offices (including the Dean of Students Office, the Office of Multicultural Life, the Office of the Dean of Academic Life, and the Provost's Office, with support from the Department of Theatre & Dance) produces a play on a theme of diversity named for the first student director, Desiree Sedehi.

The Multicultural Center opened in 2007 in a house adjacent to campus. The center created a dedicated space committed to diversity. In a 2009, commitment to a cohort program for multicultural students called Jump Start created a prototype that evolved into the Emerging Leaders Program in 2010. The College is not yet where it wants to be in its diversity statistics, but it is moving in the right direction.

Muhlenberg College Mission Statement

Approved by the Board of Trustees, October 24, 2014

Muhlenberg College aims to develop independent critical thinkers who are intellectually agile, characterized by a zest for reasoned and civil debate, committed to understanding the diversity of the human experience, able to express ideas with clarity and grace, committed to life-long learning, equipped with ethical and civic values, and prepared for lives of leadership and service. The College is committed to providing an intellectually rigorous undergraduate education within the context of an inclusive and diverse campus; we strongly believe that diversity is essential to learning and to our success as a pluralistic community. Our curriculum integrates the traditional liberal arts with selected pre-professional studies. Our faculty are passionate about teaching, value close relationships with students, and are committed to the pedagogical and intellectual importance of research. All members of our community are committed to educating the whole person through experiences within and beyond the classroom. Honoring its historical heritage from the Lutheran Church and its continuing connection with the Evangelical Lutheran Church in America, Muhlenberg encourages, welcomes, and celebrates a variety of faith traditions and spiritual perspectives.

Rationale for Revision of the College's Mission Statement

1. Following the best practices outlined in various publications such as *The Diversity Factor*, *Diversity Digest* and *Effective Practices for Academic Leaders*, the inclusion of an explicit address of diversity in an institution's mission statement is a meaningful indicator of a trenchant diversity vision and commitment.
2. Three hundred and twelve of the institutions listed in *The Princeton Review's 331 Best Colleges* include explicitly address diversity in their mission statements.
3. Current models of diversity planning, particularly those supported by the 2003 Supreme Court decision (*Grutter v. Bollinger*), emphasize the presence of diversity as an essential component for providing a "high quality learning experience in the 21st Century" (Gurin et al., 2004; Milem et al., 2005).

Muhlenberg College Statement on Diversity

Revised April 24, 2014

Diversity, as affirmed in the College's mission statement, is a fundamental Muhlenberg value.

The College believes that deeply engaging with the multiple concerns, forms and expressions of diversity enriches the liberal arts education of all our students, prepares our graduates for lives of leadership and global citizenship, and enhances the quality of life on campus for all of our community members. We believe that the Muhlenberg community should cultivate a desire and an ability to understand, mutually respect, and meaningfully

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engage with manifold perspectives and experiences, particularly those of historically underrepresented and marginalized groups. To this end, we are dedicated to:

- an inclusive, innovative and evolving academic program that foregrounds human diversity and the experience and perspectives of these groups,
- educational and professional opportunities for students, faculty members and staff members from these groups, and
- good citizenship in the Lehigh Valley by supporting ongoing College-sponsored community outreach efforts, and by intentionally doing business with area vendors and service-providers operated by, fairly employing, and serving these groups.¹⁰

Muhlenberg will not achieve its mission until each member of our community recognizes and understands the benefits, tensions and intersections inherent in teaching and learning about diversity. Doing so means that some community members, especially those from majority groups, may experience moments of disequilibrium. The College believes that these moments are productive opportunities for teaching and learning; they are consistent with Muhlenberg's dedication to providing living, learning and working spaces that are safe and welcoming.¹¹

These commitments reflect Muhlenberg's investment in principles of justice and equality. They assume a persistent and vigorous effort to confront and challenge prejudiced attitudes and behaviors that exclude, demean or marginalize members of our community. They also assume that success in engaging deeply with diversity must not lead to complacency, but instead, must inspire us to strive for an ongoing, ever-deepening integrity.

Rationale for Revisions to the Statement on Diversity

Community feedback regarding the term **diversity** took two forms: (1) that the term's use in the statement should connote an expansive understanding of human differences, and (2) that it should reflect an understanding of histories of oppression. The DSPC did not find these calls to be mutually exclusive, and as a result, built the statement around an appreciation of diversity that, while broad, prioritizes an engagement with underrepresentation and marginalization.

Along similar lines, there was significant community consensus that the statement advocate that engaging with diversity at Muhlenberg should not be restricted to any subgroup of people, but instead is the responsibility of the entire campus community. Additionally, many community members supported a more detailed identification of the specific areas for developmental work (academic program, professional opportunities, Lehigh Valley engagement).

¹⁰ The College's Supplier Diversity Policy (2014) outlines Muhlenberg's commitment to intentional business practices.

¹¹ The College's Hate and Bias Policy (2014) and the College's Non-Discrimination Policy (date?) outline Muhlenberg's commitments to safety and inclusiveness.

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Finally, the DSPC perceived a strong call within feedback that the revised statement should inspire the Muhlenberg community toward positive change articulated without paternalistic or culturally-biased language. As part of this call, some community members expressed a desire that the statement outline very specific goals and initiatives. However, the DSPC understands the Diversity Strategic Plan itself to be the mechanism by which the over-arching aspirational aims of the statement will be addressed in the short term. In this way, the statement's vision of Muhlenberg can help the College continue to refine goals and initiatives throughout the Diversity Strategic Plan process, and beyond it.

Overview of the Process that Produced the Revised Statement on Diversity

A subcommittee of DSPC members worked to develop the first set of revisions in the summer of 2013. These revisions, along with appending rationales, were then presented to the entire DSPC in the fall of 2013. After discussion within the committee, the DSPC solicited feedback from the campus community in the spring of 2014 by organizing several focus group discussions as well as arranging for online feedback. This information was then collated and analyzed to inform the final revision.

Consortium for Faculty Diversity (CFD)

The Consortium for Faculty Diversity operates with the primary mission of increasing opportunities, including tenure track positions, for teacher-scholars of color at member institutions. All member institutions are residential liberal arts colleges with missions akin to Muhlenberg's.

Muhlenberg benefits from consortial membership in the CFD in three related, but different ways: 1) the opportunity for our students and faculty to learn from teacher-scholars with valuable expertise on single or multi-year fellowships; 2) the opportunity to retain some of our fellows in tenure track positions; 3) the opportunity to hire fellows into tenure track positions from other consortial colleges.

Muhlenberg's application for membership in the Consortium for Faculty Diversity was approved on February 4, 2010. That timing allowed the College to begin recruiting consortial fellows in the 2011-12 year for the 2012-13 year. The point is that Muhlenberg is in an early implementation stage of its CFD program. It will take several years for the College to strategically align CFD recruitment with tenure track openings in particular departments.

A common misunderstanding about the CFD is that it exists to provide single year pre- or post-doctoral fellowships for their own sake, or as a means of quickly boasting faculty diversity metrics. The purpose is a fellowship program which allows teacher-scholars of color to prepare for continuing and tenure track positions either at the fellowship college, or at one of the other sixty consortial colleges.

Legal Information and Best Practices

Background: A subcommittee chaired by Adrian Shanker '09, consisting of Corey Goff and Matt Dicken '14 was charged with providing the DSPC with information relevant to best practices and legal information. The subcommittee work focused on admissions, employment and supplier diversity, three areas that needed additional information to be researched and reviewed.

The review process: For each research area, the subcommittee attempted to first review current practices and then research legal information and best practices in order to provide a set of recommendations that would be applicable to Muhlenberg College. The review process was as follows:

1. Best practices & legal information regarding diversity in admissions
 - a. Consult with Chris Hooker Haring to understand current policies
 - b. Review current laws (including Fisher v. University of Texas Supreme Court ruling)
 - c. Review stated policies at "diversity benchmarks"
 - d. Review relevant best practices literature - Chronicle of Higher Ed, etc...
2. Best practices & legal information regarding diversity in employment
 - a. Consult with Anne Speck to understand current policies
 - b. Review US, PA, and Allentown employment non-discrimination laws (including recent EEOC rulings - including *Mia Macy vs Eric Holder*, *EEOC v. M. Slavin & Sons Ltd.*, and E-Race program at EEOC) in contrast to Muhlenberg's policy (eg: what's missing that legally needs to be included)
 - c. Review best practices from SHRM
 - d. Review relevant literature on proactive diversity hiring
 - e. Relevant to SHRM and literature --- any legal restrictions or best practices regarding benefits that may help to attract diverse candidates
3. Best practices & legal information regarding supplier diversity
 - a. Review public-facing information regarding Muhlenberg's policy
 - b. Consult with Kent Dyer to understand current practices
 - c. Review information from WBENC, NMSDC and NGLCC
 - d. Review relevant literature on supplier diversity

Findings and Recommendations:

Admissions

- Background: In the June 2013 *Fisher v. University of Texas* case, the Supreme Court made a narrow decision that largely upheld principles from previous rulings (*Grutter* and *Gratz*) related to the voluntary use of race as a factor in admissions decision-making. Although the decision continues to recognize diversity as an educational value, it requires increased demonstration that "no workable race-neutral alternative would produce the educational benefits of diversity." This raises the bar for institutions to justify even those race-conscious policies and practices that are "narrowly tailored" and grounded in a "compelling interest."

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- Dean Chris Hooker-Haring provided access to a confidential report on Muhlenberg's race-conscious policies and practices for the sub-committee's research purposes. Compiled by an ad-hoc working group in 2007, the report responded to then-current federal precedent by providing documentation that our race-conscious practices were being employed in compliance with the law. The following recommendations were made after considering this report in light of best practices that take *Fisher v. University of Texas* into account.
- While it is unlikely that a school of Muhlenberg's size and stature would face judicial review, best practices¹² suggest that a body is appointed to periodically review the legality of the college's race-conscious policies and practices, in addition to compiling documentation that reflects how these practices were selected from among an array of race-neutral options, in order to support a "compelling interest" based in the college's stated mission. *It is therefore imperative that all institutional statements (mission, diversity, strategic plans) affirm diversity as a core institutional value.*
- Dean Hooker-Haring and best practices literature suggested that there is a nation-wide need to identify and cultivate race-neutral policies that can effectively pursue diversity goals in a post-*Fisher* admissions world. It is important to note that "in selecting race-neutral approaches, [institutions] may take into account the racial impact of various choices."¹³
- Approaches should be developed that prepare the college for the eventuality of an even more narrow tailoring of how race-conscious practices will be legal in admissions work. *It is recommended that the College prioritize initiatives or mechanisms that ensure Muhlenberg can work creatively and strategically to develop pioneering race-neutral policies that are law-abiding and effective, in conversation with other leading progressive institutions.*
- The U.S. Department of Justice and the U.S. Department of Education co-authored guidelines to help institutions achieve racial diversity goals while abiding by an increasingly narrow court precedent. They suggest that institutions prepare themselves by developing some race-neutral approaches, such as:
 - developing pipeline programs with local secondary schools
 - granting admissions preference to all students from (a) school(s) selected based on their demographics (i.e. racial or socioeconomic makeup)
- Bucknell University has developed scholarships and targeted recruitment programs that seek "students who value diversity and inclusiveness and who want to explore the sometimes difficult – and often rewarding – terrain of differences among cultures, mindsets and backgrounds." *It is recommended that the College consider the impact of: a) adding an explicit positive recognition of high school students who are active in diversity work as a factor in the individualized, holistic review of applicants; and b) broadcasting this as a recognized value to applicant pools. This approach would need to be developed in such a way as to not supersede ongoing legal race-conscious practices.*

¹² Resources that were used to determine best practices are available to the DSPC in the Best Practices and Legal sub-committee's Google Drive folder. They include guidelines prepared by the College Board's Access & Diversity Collaborative and jointly by the U.S. Department of Justice and the U.S. Department of Education.

¹³ U.S. Department of Justice and U.S. Department of Education guidelines

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Employment

- In its' Non-Discrimination Policy, the college states "*Muhlenberg College does not discriminate against any person based on age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, veteran status, or any other basis protected by applicable federal, state or local laws.*" Additionally, college policy explicitly prohibits discriminatory harassment¹⁴. The college relies, almost solely on adherence to these written policies for compliance with local¹⁵, state¹⁶ and federal¹⁷ anti-discrimination, employment laws.
- The U.S. Equal Employment Opportunity Commission through the Eradicating Racism and Colorism from Employment (E-RACE) Initiative and the Society for Human Resource Management via their Strategic Diversity Management Plan have issued best practices to improve hiring diversity and prevent race and color discrimination in hiring, promotion and retention. Based on conversations with Muhlenberg's VP for Human Resources it appears the college lacks adequate resources for training, policy enforcement and staffing to be in line with many EEOC and SHRM best practices.
- The college lacks consistency in recruitment, hiring and retention practices from one department to the next across campus. Hiring managers do not receive formal training on search techniques, hiring practices or Equal Employment Opportunity (EEO) laws nor do they have a tracking system for self-analysis or external review. As a result, individuals, not systems are determining hiring methodology.
- *It is recommended that the college take immediate action toward implementing the following EEOC and SHRM recommendations;*
 - *All hiring managers should receive formal training prior to conducting their first search and on a regular basis to be determined by Human Resources and the Provost's Office thereafter. That training should include diversity recruiting techniques and a review of applicable local, state and federal employment discrimination laws.*
 - *Consistent recruitment and hiring practices should be developed by Human Resources and the Provost's Office. Include the establishment of neutral and objective criteria for each department on campus to prevent subjective employment decisions based on personal stereotypes or hidden bias.*
 - *Purchase applicant tracking system that will ensure consistency in data and allow the college to monitor EEO compliance in hiring, promotion and retention.*
- Although an initial review of EEOC and SHRM recommendations has been completed, it is recommended that a more thorough evaluation of current policy versus the aforementioned best practices be conducted by Human Resources and the Provost's Office or a DSCP designee in cooperation with those offices.

¹⁴ http://www.muhlenberg.edu/pdf/main/aboutus/hr/harassment_policy.pdf

¹⁵ Allentown ordinance www.padiversity.org/allentownordinance.html

¹⁶ PA Human Relations Commission

http://www.portal.state.pa.us/portal/server.pt/community/phrc_home/18970/employment_discrimination/707816

¹⁷ EEOC Laws <http://www.eeoc.gov/laws/types/index.cfm>

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Supplier Diversity

- There is a publicly facing reference to a Supplier Diversity Policy in the College's Diversity Statement¹⁸, however it was discovered through conversations with Kent Dyer and a review of the college's purchasing website that Muhlenberg lacks a formalized Supplier Diversity Policy, staff are generally unaware of the stated institutional goal to support supplier diversity, and prospective vendors wouldn't necessarily be made aware of bid opportunities.
- Since a formalized supplier diversity policy does not exist, it is recommended that one be developed by a college committee that includes internal advocates for diversity, as well as people involved in purchasing. Best practices in the diversity world suggest that a strong supplier diversity policy should state the institutional commitment to diversity as it pertains to vendors, recognize diversity certifications from the Women's Business Enterprise National Council (WBE), National Minority Supplier Diversity Council (MBE), USBLN Disability Supplier Diversity Program (DBE), and the National Gay and Lesbian Chamber of Commerce (NGLCC). In addition, the College should recognize diversity certifications from the Commonwealth of Pennsylvania, while recognizing that Pennsylvania does not certify LGBT-owned businesses. An exemplary policy that could be used as a model is TD Bank's policy:
<http://www.tdbank.com/aboutus/prospectivesuppliers.html>
- Many supplier diversity policies don't include LGBT-owned businesses, given Muhlenberg's commitment to LGBT inclusion; *it is recommended that Muhlenberg's policy specifically include LGBT-owned businesses.* This is a growing trend in the corporate supplier diversity community.
- Cutting-edge policies also require suppliers to affirm the institutions non-discrimination policy. This is quickly becoming a best practice and something the College already includes in bid documents. The current policy is up to date and is very strong. It is recommended to include this existing policy in the eventual supplier diversity policy. The effect of this means that any vendor seeking to do business with Muhlenberg must first affirm that they don't discriminate against their employees based on the protected classes Muhlenberg has identified in its non-discrimination policy.
- The best supplier diversity policies track institutional diversity spending and set annual goals and benchmarks. For example, an institution might say their goal is to reach 10% diversity purchasing. *It is recommended that Muhlenberg include this in its policy. Most institutions set their goal as a percentage of total spend rather than a firm dollar value.*
- Based on conversations with Kent Dyer and informal conversations with members of DSPC, it seems that many departments make their purchasing decisions outside of the college's purchasing process. *It is recommended that the supplier diversity policy be intended to include all college purchases above a decided-upon dollar threshold and that every staff member who makes college-funded purchases be made aware of the institutional commitment to supplier diversity and encouraged to consider it even when purchases are below the dollar threshold.*

¹⁸ "Finally, Muhlenberg College also commits itself to good citizenship in the wider, local community by supporting with our business those vendors and services that are operated by and fairly employ underrepresented groups." (Muhlenberg College Diversity Statement)