

May 19th 1989

Affirmative Action Advisory Board
Spring 1989 Report to the Community

1. The Affirmative Action Advisory Board

On April 25, 1988, President McPherson established the Affirmative Action Advisory Board to advise her on future directions for increasing the effective participation of American minority groups in the life of the College. The President charged the Board--with members representative of all major segments of Bryn Mawr faculty, staff, and students--to meet at least once each semester to review the goals set and the progress achieved in the various areas of College life.

During the 1988-89 academic year, the Board met six times. It reviewed the work of major College committees on faculty appointments, curriculum, personnel, and student admissions; it also initiated work of its own. This report reviews the College's work during 1988-89 to increase the effective participation of American minority groups in Bryn Mawr College.

Publishing this report enables the Board to inform the entire community of the College's current status and progress on minority issues during 1988-89. Compiling this annual report will also enable the Board to assess what additional measures are required to enable the College to show substantial and lasting diversity throughout the College--in its staff, faculty, and students and in its programs.

2. Trustees of the College

Bryn Mawr's Board of Trustees currently includes 3 Black and 1 Asian member--4 minority members out of a total of 29 members (about 14%). For quite some time the Trustees have made a special effort to identify and attract minority members.

The Trustees take an active interest in minority affairs, student views, and pluralism at the College. Progress on minority affairs is reported and discussed at each of the Trustees' four annual meetings. The Trustees' Initiative Fund was established in the spring of 1988 to fund projects and action on behalf of equal opportunity and understanding of differences within the campus community. That Fund helped to support the program of pluralism workshops on campus, and during the fall of 1988 the Trustees themselves participated in an abbreviated pluralism workshop.

3. Faculty Recruiting and Appointments

A. The Bryn Mawr Faculty

During the 1988-89 academic year, 12 of the 128 members (9.38%) of the ranked faculty were members of minority groups.

Of these 12, three are Asian, five are Black, and four are Hispanic. Seven of the twelve hold their positions with tenure.

In the fall of 1988 the Committee on Appointments revised its hiring guidelines with the intention of better supporting search committees in their attempt to attract a larger number of minority scholars as applicants for new appointments to the faculty. As before, the member of the Appointments Committee sitting on each search committee carried the special responsibility of seeing that the search committee made every effort to identify and attract minority candidates.

During 1988-89 eight departments and programs were authorized to conduct searches for continuing positions on the faculty. To date five of the searches have been completed, and three are ongoing. In these eight searches, the 35 candidates invited to visit the campus as finalists included 9 minority candidates (3 Black, 3 Asian, and 3 Hispanic)--25% of the final pool. One of the five completed searches has resulted in the appointment of a Black woman to a continuing position in the ranked faculty.

In addition to these searches, the College has appointed one East Asian woman to a continuing position in Chinese Studies and two South Asian women as full-time lecturers in French and political science for 1989-90.

The Graduate School of Social Work and Social Research has not held tenure-track searches for three years. However, the Social Work faculty has reaffirmed its commitment to recruiting and hiring minority faculty members as part of its tenured faculty when the School receives approval for future searches.

During 1987-88 one of three non-tenure-track continuing appointments in Social Work was a Black female. She will continue in her position through 1990-91 and may apply for anticipated tenure-track openings. Another Black female will return to the Social Work faculty as a part-time lecturer.

B. Efforts to Increase the National Pool of Minority Faculty

According to a study conducted by the National Research Council, the number of degrees awarded to U.S. men fell by 28% from 1977 to 1987. The greatest proportional drop occurred among black men, who earned 317 doctorates in 1987 compared to 684 in 1977. Research doctorates earned by U.S. men with Asian, Hispanic, or Native American backgrounds increased, although their numbers remained low. Asian men earned 367 doctoral degrees in 1987, up from 251 in 1977. The numbers earned by Asian women rose from 88 in 1977 to 173 in 1987. Native American men earning doctoral degrees rose from 43 in 1977 to 63 in 1987 while the number of Native American women increased from 22 to 53 over 10 years. In 1977, 432 black women earned doctorates. The number of black women earning doctorates increased through 1980

with a drop in 1981, followed by 564 doctorates in 1982, the highest number in the decade. While the number of white American women receiving doctorates rose 36% between 1977 and 1987, the number of black American women earning doctorates grew only 4%, and actually declined in 1986 (to 499) and 1987 (to 448), down from 564 in 1982 and down from 533 in 1985.

DOE and Mellon Programs

The College began work during 88-89 on two grants programs designed to encourage American minorities to earn Ph.D.s and to teach on the college level: (1) U.S. Department of Education Minority Research Program and (2) Mellon Minority Undergraduate Fellowship Program.

The DOE grant enables six U.S. minority undergraduate students to assist professors with research during the summer after the students' sophomore year and during the junior year. Under the guidance of the Acting Dean, the students will meet together periodically to discuss their projects and research issues. Six students (3 blacks, 1 Hispanic, and 2 Asians) in six fields--geology, sociology, anthropology, political science, mathematics, and economics--will begin research this summer.

Students may be selected to participate in the Mellon Fellowship program beginning at the end of their first year. The Mellon program is purposefully small--no more than four students--but all U.S. black and Hispanic students are eligible regardless of financial need. Students selected for the Mellon program must be interested in the humanities, a few selected social sciences such as anthropology, and sciences such as geology, mathematics, and physics. Mellon fellows receive financial support throughout college and are eligible to receive undergraduate loan repayment, if they continue their academic careers successfully through the Ph.D. level and begin teaching after graduate school.

The Consortium for a Strong Minority Presence

Many minority scholars are more interested in joining the faculties of large research institutions than of liberal arts colleges. To encourage minority scholars to consider teaching at liberal arts colleges, Bryn Mawr and 19 other colleges have committed themselves to funding an American Black or Hispanic scholar who is completing work on his or her dissertation or working on a postdoctoral project. Beginning in the fall of 1989, Bryn Mawr's first scholar will teach three courses and participate in departmental activities. The College will provide an experienced faculty member to advise the scholar. As a member of the Consortium, Bryn Mawr may invite consortium scholars based at other colleges to lecture at Bryn Mawr.

4. Staff Recruitment, Appointments, and Promotion

The College's commitment to diversity is reflected also by its performance as an employer of minority staff at all levels of the institution. For some time the College has committed itself philosophically to equal opportunity and affirmative action in staff hiring, promotion, and retention. Despite this long philosophical commitment, staff and students charge that the work place remains uncomfortable for, and underinclusive of, minority persons. Minorities are underrepresented in senior-level administrative and management positions. Lower-level staff members report that they feel unappreciated, as reflected in salary and treatment by supervisors.

During the fall the Affirmative Action Advisory Board reviewed the College's 1988 Reaffirmation of Equal Employment Opportunity and Affirmative Action Policy. For the 1988-89 academic year Personnel Services reported that 120 members (28%) of the College's staff were minority persons. This includes:

14 members (9%) of the administrative/professional staff
 15 members (10%) of the clerical/technical staff, and
 91 members (71%) of the service/crafts staff.

These proportions are roughly in line with the number of minority persons who apply for work at the College. During 1988 10.6% of all applicants for AP positions, 17.9% of all applicants for CT positions, and 84.5% of all applicants for SC positions were minority persons. In an effort to further diversify the staff in all categories of work at the College, the Personnel Office is gathering demographic information on the various local geographic areas and hiring pools and also working to make mobility within the College job pool as available and smooth as possible.

The College makes every effort to promote staff members from within into open positions. The Personnel Office has requested funds for 1989-90 to support clerical skills training for employees wishing to move into clerical positions. The Office is also sponsoring an internship program designed to introduce employees to jobs of greater skill or responsibility. It is also developing programs to support and assist employees who have just been or are about to be promoted. During 1988, 2 minority staff members were promoted to department head; 3 were promoted to higher level positions; and 2 participated in internships preparing them for higher level positions.

Of the three searches undertaken this year to fill administrative staff positions, the searches for an assistant dean and for a director of financial aid are just getting under way at the present time, and statistics on minority candidates for those positions will be available in the fall. The search for a head of the Division of Special Studies resulted in the offer of this position to a minority woman, who has accepted the post along with a faculty appointment at the College.

Ongoing programs on behalf of College staff members include 1) the Bryn Mawr/Haverford committee to address issues of recruitment in the local work force, 2) revision of personnel policies and procedures for the new staff handbooks, and 3) use of the Trustees' Initiative Fund to support pluralism workshops for staff members.

5. Minority Student Enrollment Fall 1988

	<u>1992</u>	<u>1991</u>	<u>1990</u>	<u>1989</u>	<u>UG</u>	<u>Totals</u>
Asian	47	39	19	38		143
Black	9	16	12	6		43
Hispanic	9	12	8	4		33
American Indian		2		1		3
Totals	65	69	39	49		222
	19%	20%	15%	19%		

	<u>Special</u>	<u>A&S</u>	<u>SW</u>
Asian	5	3	
Black	6	1	19
Hispanic	3	3	2
Amer. Indian			
Totals	14	7	21
	12%	2%	9%

HEGIS/IPEDS definitions used in determining minority status figures include U.S. citizens and permanent residents only.

* % of total enrollment (1847 students)

** % of class or program

A. Undergraduate Recruitment and Retention

Minority Student recruitment is the responsibility of all admissions staff members. An experienced admissions counselor who is minority has special responsibility for coordinating minority student recruitment. The admissions staff are assisted by minority student recruiters (including two paid student interns) and alumnae.

With the financial assistance of the Pew Charitable Trusts, the College is able to provide financial assistance to support prospective student visits to the campus, to fund current student visits to their home areas and other familiar places, and to develop written recruitment materials.

Over twenty minority students were trained to support recruiting efforts and were involved actively in encouraging students to attend minority weekend and open campus day in April and to choose Bryn Mawr.

More minority alumnae must be recruited to assist in all phases of student recruitment, especially in communities with

large minority populations. Staff should set specific goals for minority recruiting as well as for general recruiting in their districts. Next year the College will attempt to help minority alumnae to work with younger students as well as with those in high school.

As of April 26, 1989, the Committee on Admissions had accepted the following numbers of minority students who applied to the Undergraduate College:

	<u>Acceptances</u>	<u>Applications</u>
Asians	129	207
Blacks	41	72
Hispanics	34	47
Native Americans	2	3

One measure of the College's success in recruitment of minority students is our rate of retention. Within the current set of four recently graduating classes, for Asian students the retention rate was higher in all four years than the total retention rate for all students and higher than the retention rate for white students. The retention rate for Black students was equal to or higher than the total rate and the rate for white students in two years and lower than the total and the white retention rate in the other two years. The retention rate for Hispanic students was higher than the total and the white retention rate in three years and lower than the total and the white retention rate in one year. Although these statistics are based on the fairly small number of minority students, retention rates can be significant in combination with other measures of student satisfaction and success.

B. Social Work Student Recruitment and Retention

The GSSWSR has an active minority alumni organization which offers a range of support services to prospectives and current students. These activities include social events welcoming new students, fund raising activities to support students' attendance at the Annual National Association of Black Social Workers' Conference, and a network of mentors available to advise students about career development. The group also assists the Director of Admissions in recruiting on college campuses, at professional meetings, and at social service agencies.

The students have a chapter of NABSW that plans the annual Black History Month celebration and also assists the Director of Admissions in recruitment activities.

C. Arts and Sciences Graduate Student Recruitment

During '88-89 the Graduate School of Arts and Sciences increased its recruitment of minority students significantly. Nancy Kirby, assistant dean and recruiter for Social Work, and

alumnae assisted Dean Lafarge in recruiting at minority graduate fairs as well as at other fairs. The school has also increased recruitment at historically Black colleges in the Philadelphia area and at minority fairs in Philadelphia. The School is completing plans for alumnae to expand our recruitment to students in California colleges.

6. Diversity in the Curriculum

For the last several years, members of the Bryn Mawr community have been calling for an increase in the number and scope of course offerings on racial minorities in the United States and non-Western cultures and peoples; the establishment of a undergraduate requirement for study in at least one course concerning racial minorities in the U.S. or non-Western cultures and peoples; the development and expansion of racial/ethnic studies programs; and the hiring of faculty to teach such courses. More recently, faculty and students have identified problems in the classroom that have developed as the undergraduate curriculum has been expanded to include the study of minority groups.

Several projects undertaken by the Undergraduate Curriculum Committee, by departments, and by the faculty to meet the needs described above were initiated during the 1988-89 school year.

The Curriculum Committee's report on its actions on behalf of diversity suggests that the committee's main approach has been to strengthen the diversity content of the curriculum as a whole by measuring and encouraging faculty inclusion of diversity content in any newly proposed courses.

During the 1988-89 academic year faculty members in 20 departments plus "general studies" proposed and received approval for 50 new courses at the College. As part of the new course proposal form, the Curriculum Committee asked faculty members to indicate to what extent they planned to include in the projected course "culturally diverse materials or materials which address issues raised by minorities and women in society." Such materials might be in any of three areas--non-Western or women's or minority content or materials--and might appear in three degrees of inclusiveness--"define the course," "are one of several important components," or "are peripherally included."

During the 1988-89 academic year, diversity content in new course proposals was evenly divided between non-Western and women's concerns, with minority concerns essentially considered only in relation to non-Western or women's concerns. Curricular change based on faculty initiative this year has been directed at non-introductory level courses. Some degree of diversity content was indicated in 71%, that is, in 35 of the 49 new courses proposed at the 200- and 300-level. The one 100-level course proposed did not indicate any diversity content. A full 23% of the newly proposed courses named diversity content (non-Western

or women's studies solely or one of these in combination with minority studies) as the defining concern of the course. It is worth noting that only one of the new course proposals indicated minority studies as its sole primary concern, and this concern was described as "one of several important components," that is, the second level of inclusiveness.

In addition, the Committee on Faculty Research and Grants provided released time to one faculty member to develop a course focussed on the writings of gay men and lesbians.

Curriculum in the GSSWSR

The GSSWSR has a standing committee, the Committee on Racial and Ethnic Diversity. One of its major functions, in addition to ensuring that diversity issues are attended to throughout the school community, is to enhance the presence of content in the curriculum about racial and ethnic minorities.

Currently, there is a course focusing on diversity that is required of all students. In addition, each course must cover racial and ethnic diversity issues through required readings, class discussion, lectures, etc. Students are asked to assess the degree to which such content has been covered in each course.

Ford Grant for the Social Sciences

The College has been awarded a three year grant from the Ford Foundation to support a concentrated program of curriculum development in the social sciences. The program will be organized around the general themes of social and economic inequality and cultural pluralism. The grant will pay for released time for faculty members to develop new courses and to enrich and revise existing courses, new teaching materials for library, video, and software collections, the establishment of an interdisciplinary faculty seminar bringing to the College visiting social scientists who can contribute courses and special lectures and participate in the faculty seminars.

Pew Diversity Faculty Seminars

During 1988-89 the College ran its first of three years of seminars on diversity issues sponsored by the Pew Charitable Trust. Attended by faculty from Arts and Sciences and Social Work, deans, and Student Services staff, most of the seminars were led by Bryn Mawr faculty (in English, literature, art history, science, mathematics, and Spanish) to share ongoing work, to consider new directions that might lead to more diversity, or to explore impediments to increased diversity. One outside resource person presented a course "Education and Racism" developed at the University of Maryland.

English 015 Faculty Seminars

Over the last several years, faculty in the Freshman English Program have enriched the curriculum with literature written by and about U.S. minorities, especially women of color. The insertion of multiracial and multicultural material in the curriculum has led to misunderstanding and tension in the classroom as well as to understanding. Using money from the Pew Charitable Trusts and the department's funds, and with the assistance of a consultant, faculty teaching freshman literature and writing classes have spent at least two days focusing on anticipating and handling classroom interactions and developments that may arise in courses using writings by minority authors or about minority communities. Faculty shared strategies and teaching tips on the probable results and risks of their actions in response to hypothetical (but realistic) problems.

College Programs to Encourage More Minority Students to Major in Science and Mathematics

Several years ago, in response to national as well as local concerns, the College began formally encouraging Black and Hispanic students to choose science majors and to pursue science-related careers upon graduation. Several programs toward that end exist:

The Minority Women in Science Program

In 1987 the College initiated the Minority Women in Science Programs, funded by the GTE Foundation for its first two years. Beginning next fall, the program will be supported by the Xerox Foundation. The program is designed to encourage Black and Hispanic women to major in science and mathematics and to help them enter careers in science and mathematics. The Minority Women in Science Program has several important components:

- 1) Junior and senior science and mathematics majors serve as mentors to individual students and study groups.
- 2) High school minority women spend two full days each semester at Bryn Mawr. Science majors host the students, take them to class, and involve them in laboratory projects or geology field trips. The student mentors encourage the high school women to enjoy science and math and to consider majoring in those subjects.
- 3) Alumnae scientist mentors share their current research or career projects with science majors and interested first- and second-year students.
- 4) Faculty regularly meet with first- and second-year students informally over lunch.

5) A newsletter covering job opportunities and campus events is sent out regularly.

It appears that the program has been more beneficial to the mentors than it has been successful in encouraging more Black and Hispanic women to major in science. Next year Professor Albano will serve as science advisor to minority students as well as project director. The program will cultivate incoming students interested in science during this summer, so that the program can begin during the first week of the 89-90 school year.

The Howard Hughes Medical Institute Neurobiology Program

The Hughes Initiative provides valuable support for special efforts to attract minorities from our own campus and other colleges to the study of neuroscience. The College will host a summer program for minority students to gain experience in the interdisciplinary neuroscience program of courses and tutorials designed to bring students to a reasonable level of sophistication in neuroscience and to influence them to direct their career goals toward these areas. Several students will be selected as laboratory interns assigned to faculty members.

A special effort will be made to attract students from nearby colleges, Cheney and Lincoln Universities, and from other Black colleges, including Spelman, which has an exchange agreement with Bryn Mawr. Eight students will receive tuition, room, and board as well as a stipend.

The Hughes Initiative includes a component designed to affect the high school experience of minority students in the Philadelphia school district. The College will initiate a biennial high school science teacher intensive workshop in neurobiology and behavior for Philadelphia public school teachers. The workshops will be a two-week series of lectures, discussions, and laboratory demonstrations aimed at providing the high school teachers with material that they can incorporate into their classrooms.

Windows into Science Enrichment (WISE)

The Division of Special Studies supervises WISE, a William Penn Foundation funded program for tenth grade students in Philadelphia public and parochial schools. For the past four years the College has hosted this four week, on-campus science program. Fifty students are selected to spend four days and three nights a week on campus with faculty from their high schools and the College. The program includes workshops in computing and writing skills, laboratory work, field trips, and recreation periods in the gymnasium and pool. The program provides a stipend to the students to make up for money they might otherwise have earned by summer employment.

The program increases Bryn Mawr's visibility among minority families in Philadelphia and the Philadelphia school system and provides the College with another opportunity to share with the wider community our resources, facilities, and the talents of our faculty, staff, and students.

The Division of Special Studies

Three of the Division's programs include Black and Hispanic students during 88-89. The Division's Post-Baccalaureate Premedical Program enrolled two Black students. Of the 29 students in the pre-matriculation phase of the McBride program, four are black women. The Health Career Opportunities Program has targeted advertising and recruiting by the recruiter for the Post Baccalaureate program toward minorities. In 87-88, one Asian and five black students were enrolled; in 88-89, one Asian, four blacks, and three Hispanic students are enrolled. Seven black students will enter this program in 89-90.

7. Improving Campus Climate and Enhancing Community Life

All of the work mentioned so far in this report will improve the campus over time. We have also initiated a number of specific activities designed to increase the comfort level and decrease the marginalization that some minority community members feel, to provide visible and active leadership for the values of pluralism and diversity, and to expand the College's support of minority organizations, organizations working on behalf of lesbian and bisexual students, disabled people, and multi-racial organizations.

The Trustees Initiatives Fund supplemented the budgets of several offices and student organizations to bring in minority speakers and performers, and to send faculty, staff, and students to conferences dealing with issues of concern to minority people and conferences about diversity and pluralism.

Funds from the Trustees Initiative and the Pew Charitable Trusts were used to fund facilitator training and diversity and pluralism workshops for all incoming undergraduate students, staff and faculty; to support two weekend-long workshops for minority students; to support 1) Perry House (the Black Cultural Center), 2) space reserved for women of color, and 3) space reserved for lesbian/bisexual students; to provide partial support for two anthologies--the COLOR Anthology and the first issue of Paper Garden; and to support a full day of workshops, lectures, and performances entitled "Diversity: From Analysis to Action" and also a panel educating the community about people with disabilities and the work we can do to make Bryn Mawr more inclusive of disabled people.

As a community, we acknowledged in the spring of 1988 that there is a significant lack of understanding, subtle racism and prejudice, strained relations and distance between minority and

majority persons in the College. Our efforts to change this picture began--after discussion with the Minority Coalition, representatives of the SGA, Customs, the faculty, and staff--with the establishment of pluralism and diversity workshops.

The goals of the pluralism workshops are (1) to deepen community members' awareness of issues of difference in their own experiences and at the College, and (2) to increase community members' ability to learn about diversity and its meaning in our lives, to engage with the differences represented at Bryn Mawr, and to contribute to creating a pluralistic community at Bryn Mawr and in the larger world.

Pluralism workshops involve a first workshop focusing on six issues: race/ethnicity, class, religious bias, affectational/sexual orientation, gender, and physical disability. Participants are engaged in exercises designed to reach the cognitive and emotional learning we have in these areas. Participants also learn a bit of Bryn Mawr's history and the history of higher education on the inclusion of minority racial groups. The initial workshop is to be followed by separate workshops dealing with one of the six issues.

This year all first-year undergraduates were involved in an initial six-issue workshop during Customs Week. Follow-up workshops on race/ethnicity, or class, and sexual/affectational preference were offered to Customs groups. Attendance at the follow-up workshops, sought aggressively but not mandated, was lower than at the Customs Week workshop.

There were several workshops for staff and faculty as well. At least two workshops were modeled on the initial six-issue program. Some one-issue workshops have been conducted. Pluralism workshops were also held for undergraduate campus leaders (SGA, Honor Board, dorm presidents, minority student organization leaders, hall advisers) in August 1988.

The College also brought in outside facilitators to conduct workshops for women of color. The two-day workshops, "Mobilizing Our Strengths: A Community-Building Workshop for Women of Color at Bryn Mawr College," were designed to help participants identify and develop skills they can use to resolve racial and cultural conflicts and overcome obstacles to the achievement of their goals for their college experience, and to enable the participants to develop a sense of community and strategies for continuing and expanding that sense of community among other students.

Work on Perry House has been extensive. Most of the cultural center rooms and student rooms were painted, new kitchen utensils were purchased, new lighting and shelves were installed in the library, and, in keeping with larger student residences, a V.C.R. and T.V. were purchased. Furniture, including work tables, chairs, sofas, draperies, and rugs have been purchased

for the library and living room. The SGA provided additional money for purchasing books.

Space has been set aside in Erdman for a room to be used by women of color as an informal gathering place for small groups and individuals.

Our expanded definition of pluralism and diversity as well as discussions with lesbian and bisexual students have led to several initiatives. Money has been provided to support a library and resources for students interested in sexual preference issues. Many campus publications have been reviewed. The College will publish better lists of resources available to assist students dealing with sexual orientation and sexuality issues and will provide workshops on healthy lesbian relationships, the coming-out process, and lesbian sexuality as well as on homophobia and heterosexism.

The Committee on Racial and Ethnic Diversity of the Graduate School of Social Work sponsored a series of programs during the past year. These included a 2-day research forum in which students and faculty throughout the College presented research and position papers on a variety of issues pertaining to diversity. The program was open to the Bryn Mawr-Haverford College community as well as the general public and was well attended. Other programs included a special luncheon in which a variety of cultural and ethnic foods were prepared by the student body and faculty, as well as the showing and discussion of a documentary film depicting the historical evolution of the Southern Law Poverty Center. Special projects scheduled for 1989-90 include the Second Annual Research Forum on Racial and Ethnic diversity and a 3-part workshop series on spirituality and social work practice.

Overt and blatant acts of racism, anti-semitism, and homophobia occurred during the 88-89 school year. We were unable to discover the culprits, and we disagreed over strategies and responses to these incidents.

Forums called to discuss these incidents and to develop strategies produced good ideas and established that large numbers are opposed to bigotry and prejudice.

The Administration informed the entire community of these incidents and made it clear that such acts are unacceptable. In efforts to catch the culprits, College staff, and later the police, investigated each incident. Faculty have discussed these incidents in class. Walls with graffiti were cleaned and painted during winter break. A small committee of faculty members began meeting with students to develop ideas to improve faculty-student interaction and response to bigotry. The Affirmative Action Advisory Board developed a Policy on Equality of Opportunity and Equal Opportunity Grievance Procedures that

will be implemented during the 1989-90 school year. The student body has passed a provision banning harassment.

8. Agenda for the Future

In its first year, the Affirmative Action Advisory Board has sought to define its way of working; to hear from the College's departments and committees responsible for curriculum, faculty and staff appointments, student recruiting and admissions, student life, employee relations; and to report and assess the work being done to achieve a more inclusive environment for racial minority staff, faculty, and students. Next year the Board must assist the College to move even more expeditiously and steadily to achieve lasting results.

1. The Board should reach consensus about whether the College should develop a comprehensive Affirmative Action Plan with multi-year and single-year goals and objectives and implementation strategies. If such a plan is to be developed, the Board should establish a process for its development and dissemination.
2. A number of the programs instituted during 88-89 are supported by soft monies. The College should develop a plan for replacing those monies and raising additional needed funds.
3. Successful recruiting of minority faculty requires personal cultivation of resource people and contacts at graduate schools with significant minority enrollments, at historically black colleges and universities, at professional organizations, and with an expanded network of people who will bring the College and its affirmative action commitment to the attention of a wide national network.
4. The Committee on Appointments and the Personnel Department should develop forms requesting applicants to state (voluntarily and anonymously) their race/ethnicity and sex.
5. The College should publicize and explain its new Policy on Equality of Opportunity and Equal Opportunity Grievance Procedures in all sectors of the community.
6. Staff issues remaining on the agenda include ongoing reporting on hiring and promotion, the report of the committee on recruitment in the local work force, and further attention to promotion, development, and salary issues for all staff members, including minority staff.
7. The appropriate department should report to the Affirmative Action Advisory Board the average salaries of minority staff compared with the average salaries of the total staff in each position category.

8. The AAA Board should review retention/turnover figures for minority staff.

9. The College should establish as high priority increasing the number of minorities in senior administrative positions as quickly as possible.

10. The roles of various persons and offices responsible for developing, monitoring, and implementing the College's affirmative action policy should be clarified, redesigned and reassigned and publicized, i.e., the Equal Opportunity Compliance Officer, Equal Employment Opportunity Officer, Director of Minority Affairs, Personnel Manager, Equal Opportunity Advisory Board, and the Section 504 Committee.

11. All College publications, forms, and documents should be reviewed periodically to insure that the most current statement of Equal Opportunity and Affirmative Action Policy is set forth correctly.

12. The College should consider establishing a visiting faculty or faculty exchange program with nearby historically Black Colleges.

13. The College should expand the reach of pluralism workshops and, if appropriate, refine or redesign workshops for faculty, staff, and students.