



## **Diversity, Equity, and Inclusion at Goshen College:**

### **Diversity, Equity, and Inclusion (DEI) Task Force 2020 Report and Recommendations**

**July 20, 2020**

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July 2020

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The report of the DEI Task Force captures the story of who Goshen College has been historically, and identifies the pieces of the climate, culture and context which present opportunities for growth and progress in the areas of diversity, equity and inclusion.

In the spring of 2018, as one part of this ongoing work, President Stoltzfus convened a Diversity Equity and Inclusion (DEI) Task Force to better understand the context of DEI in the Goshen College community. The President's two-year charge for the Task Force was to:

1. Identify what GC is currently doing to promote an inclusive and equitable campus experience for all members of our community - and how well we are doing so.
2. Communicate and make visible Goshen College's ongoing work in the areas of diversity, equity and inclusion.
3. Propose ways to improve our effectiveness in being a more inclusive and equitable campus, including identification of what new resources and changes should be considered.

As a starting point, we articulated what we mean by the words diversity, equity and inclusion. How we think of and operationalize these definitions on our campus will impact how DEI is understood, experienced and received by all. Goshen College can and should work to cultivate a new understanding of and approach to all three pieces of this work: diversity, equity and inclusion. Historically, in most venues, the focus and/or efforts to advance diversity often is filtered through the lens of demographics, which typically emphasizes the proportion of minoritized groups present in an environment. In that kind of context, "diversity" often becomes coded language for identifying non-majority members of a group of the community.

Importantly, we should operationalize how we approach "diversity" across campus as noting who is represented as well as who is not represented at all times in all spaces -- with an understanding that we should always have a diverse representation - in every facet of who we are as students, faculty and staff. Efforts to expand and support diverse representation across campus should be a priority as we seek to best serve Goshen College. Lack of diverse representation in the full spectrum of identity and being often leads to experiences and encounters where inequity results and inclusion is not experienced. Unfortunately, those members of our community who feel the brunt of this impact tend to be those from minoritized identities.

**Key Challenges Identified by the Task Force:**

1. Institutional Identity
2. Continuity and Assessment Problems: Finding an Institutional Home for DEI
3. Lack of Diverse Faculty
4. Equitable Support Systems for Minoritized Students, Faculty and Staff
5. Communication and Skill-Building Around DEI

**Summarizing the Key Challenges:**

Our focus group data identified the challenge *institutional identity* presents to some members of our GC community: employees and students, continue to find it difficult to feel included in Mennonite space. This is not to say that Mennonite culture does not have a central role to play. Rather, it is to say that thoughtful work needs to be done to construct the story of who we are in a way that invites participation without centering

Mennonite experience to the extent that it nullifies the intentional efforts towards inclusion and integration across the institution.

The institutional work of advancing DEI should be shared across the institution with incentives and expectations to have been addressed. Connected to these **continuity** problems is the need to systematize understanding, skills, and knowledge associated with assessment. This is partly about follow-through. We have had many DEI-related initiatives that have either failed or been incomplete due to a lack of assessment and follow-through.

The **lack of diverse faculty** creates incongruity with the impact, implications, messaging and receptivity that diversity and inclusion is a serious commitment on behalf of the entire institution. Another area that impacts that messaging and receptivity is the ongoing, increased need for **support and response to minoritized groups** (of race, ethnicity, sex/gender, religion, etc.). Intentional and adequate attention to this area will aid in making those community members experience Goshen College as a place that is home -- whether students, faculty or staff.

Finally, these challenges help identify the need for effective **communication and skill-building around diversity, equity and inclusion**. The manner in which aspects of diverse identity and/or being are addressed (or not addressed) institutionally speak to a problematic reality in how diversity, equity and inclusion is understood and operationalized on GC's campus.

## Recommendations (Executive Summary includes Full Recommendations):

### 1. Articulate a Vision for Diversity, Equity, and Inclusion at Goshen College

- Upper administration should cast a vision for what DEI means at Goshen College and what we will seek to accomplish in the next five to ten years. This should include the identification of who will be responsible for holding this vision and what mechanisms will be in place to inspire and hold the community accountable.

### 2. Strengthen Resources For Work On Diversity, Equity And Inclusion And For Support Of Students and Staff From Minoritized Identity Groups

- Maintain dedicated multi-faceted staffing structure to support the scope of diversity, equity and inclusion work needed
  - Hire one additional person to aid in implementing general DEI programming and specific support for minoritized community members, in conjunction with the Director of DEI
  - Hire one additional person to aid in implementing DEI training and education programming across campus for students, faculty and staff
  - Hire one additional person to cross-support DEI and be situated within Academics, on the curriculum and faculty level
- Build programs and allocate resources to support more effectively students from minoritized identity groups (1st-generation, low-income, LGBTQIA+, international and students of color)
- Training for staff and faculty broadly to support more effectively students from minoritized identity groups
- Equip and support Bias Matters Response Team (BMRT) in broadening their scope to offer an educational component that will complement existing accountability work of processing cases. This effort allows the BMRT to help address systemically the issues they are seeing in cases.

### 3. Increase Recruitment And Maintain Retention Of Students, Staff And Faculty From Historically Marginalized Groups

- Expand resourcing, innovation and efforts in Admissions, Development and other departments to recruit and retain successfully students from demographics with less than 10% enrollment at Goshen College
- Broaden and deepen programs and resources for faculty and staff from historically marginalized groups

### 4. Establish a Diverse Faculty

- This involves understanding what it means to Goshen College to have a diverse faculty. It means exploring and purposefully pursuing strategies that make that possible. It means expanding how we understand or interpret what institutional “fit” means. It means understanding what kind of support and safety and mutuality diverse faculty need to feel engaged and included at Goshen College.
- Ensure that DEI is a central function of the Human Resources Department

### 5. Institutionalize Diversity, Equity And Inclusion Across Campus

- Implement institutional accountability for the work of DEI goals to ensure DEI is seen as the efforts of an institution and not a department and/or individual(s)
- Include diversity, equity and inclusion work as part of the regular assessments and plans for individuals and departments
- Establish ongoing and informed assessment and prioritization of DEI components (Systemic sustainability); this includes space for shared evaluation and transparency about priorities (and resources)
- Understand and evaluate failed, aborted, abandoned, overlooked DEI initiatives--from grants to strategic plans

### 6. Communicate

- Communicate mission statement, resources and progress on a website that would be helpful to those considering coming to Goshen College as well as to those already here (ongoing)
- Implement staffing/resources/plan dedicated to keep the DEI website/webpages updated regularly. Revisit with GC's Com-Mar department to rebuild the initial website/infrastructure, but initial and ongoing updating of content throughout the site needs to be owned by faculty/staff who are most tied to respective pages within the site since they are the "experts" on their content areas. Some quick initial thoughts about potential content collaborators or co-owners for each section of the site:
  - Homepage: DEI
  - Student Resources: Student Life
  - Employee Resources: HR
  - Support Resources: BMRT & SMRT
  - Academics & Scholarship: Dean's Office
  - Research & Assessment: DEI Task Force
- Report annually to the community from President and DEI leadership based on the institutional vision and mission established for DEI.
- Conduct assessment communication and outreach across the institution. This assessment might include:
  - Regularly assess quality and equity of experience across demographic groups, looking for gaps/inequities and then working to address them.
    - Analyze survey data as regards satisfaction, would you recommend GC to a friend, experiences on campus (senior survey for students, HERI survey for

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faculty, and staff experience survey for staff), retention, participation in and access to opportunities

- Develop systematic ways to access information about reasons for leaving for those who do not stay at GC

July 2020

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## Introduction: Mandate and Research Process

Understanding that this report is but one retelling and reframing of the larger story of Goshen College in the journey to realize a diverse, equitable and inclusive community, we offer these words as an attempt to capture the institutional inquiry conducted by the Diversity, Equity and Inclusion Task Force during the 2018-20 academic years. As part of that inquiry, students, faculty and staff stood together in the sifting of the collective student, faculty and staff experiences for the purpose of proposing recommendations to increase the effectiveness of Goshen College at being more inclusive and equitable. We asked what needs to happen around the institutional work (within departments, divisions and individuals) to commit more intentionally and purposefully to effective stewardship of diversity, equity and inclusion at Goshen College. We explored both the history of Goshen College through documents, memories and records as well as the current context, through audits, listening sessions, focus groups and surveys. The reality is that the work never stops, and there is nothing new under the sun. However, our understanding of and engagement in all these things can and should be new with every year.

Goshen College has a longstanding purpose to provide an education that is fully integrated with a commitment to acting for peace and justice in the world. This purpose is reflected in the current mission of Goshen College, *to transform local and global communities through courageous, creative and compassionate leaders. Shaped by Anabaptist-Mennonite tradition, we integrate academic excellence and real-world experience with active love for God and neighbor.* It is also articulated in our vision statement; *Rooted in the way of Jesus, we will seek inclusive community and transformative justice in all that we do.* When people come to Goshen College, whether as employees, students or visitors, we intend that their experiences be exceptional. We pursue the values and practices of equity and inclusion so that students and staff of all races, ethnicities, nationalities, faiths, sexual orientations, gender identities and socioeconomic circumstances can feel welcome here and have equitable opportunities to flourish, learn, and contribute to the creation of this community.

Since the turn of the 21st century, issues of diversity, equity and inclusion have been central to the strategic vision of Goshen College (see Showalter 1999, Brennehan 2010, Stoltzfus 2019). This work has been ongoing, and important progress was made through the development of relationships with the local Latinx community which, since 2010, has led to a significant growth in the number of Latinx students on campus, through the transformation of the general education program and especially the first year experience in 2012, and the recent hiring of a Director of Diversity, Equity, and Inclusion in 2018. However, it is also clear that we need to pull together the disparate pieces of these and other efforts and to reflect on them strategically so that we can move forward with a coordinated vision for the future of this work at Goshen College.

In the spring of 2018, as one part of this ongoing work, President Stoltzfus convened a Diversity Equity and Inclusion (DEI) Task Force to better understand the context of DEI in the Goshen College community. The President's two-year charge for the Task Force was to:

1. Identify what GC is currently doing to promote an inclusive and equitable campus experience for all members of our community - and how well we are doing so.
2. Communicate and make visible Goshen College's ongoing work in the areas of diversity, equity and inclusion.
3. Propose ways to improve our effectiveness in being a more inclusive and equitable campus, including identification of what new resources and changes should be considered.

The Task Force was led initially by co-chairs Dominique Burgunder-Johnson and Beth Martin Birky. In the Fall of 2019, newly appointed Director for Diversity Equity & Inclusion, Dr. LaKendra Hardware and Professor of Sociology, David Lind were asked to take over the co-chair positions. In addition to the co-chairs, membership of the Task Force consisted of 12 students, staff and faculty from across campus. The group worked hard and did superb, inclusive and critical work. They drew from previous studies on campus, conducted a communications and activities audit, held focus groups with many members of the community (students, staff, faculty and the Provost Leadership Team), as well as hosting several listening sessions with employees and students (see Appendix A for more details). This report is a result of their collective effort and we are indebted for this work to the members of the DEI Task Force and to all the members of the Goshen College community who worked with them and contributed ideas and experiences.

### Definitions and Assumptions

What does diversity, equity and inclusion mean at GC? As a starting point for answering this question, President Stoltzfus, working with feedback from the Task Force, drafted working definitions for diversity, equity and inclusion and these three definitions provided a basis for the focus group conversations that the Task Force conducted with community members. At Goshen College, we seek to understand, engage and live with difference. Our commitment to diversity, equity and inclusion strives to build an intercultural community of practice that takes students, faculty, staff and community members deeper than multicultural or cross-cultural models of community. The following working definitions guide us in these efforts:

**Diversity** is the sum of the ways that people are both different and similar. Diversity has many dimensions that intersect in a wide variety of ways; these dimensions include race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical disability, class, immigration status, and others.

**Equity** means an intentional focus to reduce disparities in opportunities, experiences and outcomes for all members of the campus community. Equity is expressed in a commitment to address historical and current manifestations of social bias and exclusion, including the ways in which social arrangements disadvantage some groups and legitimate others.

**Inclusion** means belonging to a campus environment in which people are respected, accepted and connected to one another. Community members come together in friendly, caring, and authentic ways, and have opportunities to participate in community life and its ongoing evolution.

How we think of and operationalize these definitions on our campus will impact how DEI is understood, experienced and received by all. Goshen College can and should work to cultivate a new understanding of and approach to all three pieces of this work: diversity, equity and inclusion. Historically, in most venues, the focus and/or efforts to advance diversity often is filtered through the lens of demographics, which typically emphasizes the proportion of minoritized groups present in an environment. In that kind of context, “diversity” often becomes coded language for identifying non-majority members of a group of the community.

At Goshen College, this notion of diversity as coded has become understood to pertain primarily (and sometimes solely) to our Latinx population -- resulting in members from other minoritized groups feeling left out or invisible to the work being done to advocate for them in our community. This can contribute to furthering an already existing “us vs. them” mentality that has been identified as experienced by community members. The work of inclusion becomes thwarted despite all our great efforts when a community member feels tolerated, tokenized or further marginalized because of how we’ve framed diversity, equity and/or inclusion. A new and needed approach to understanding diversity at Goshen College can be to operate out of the assumption that,

in reality, our campus is, in fact, already a diverse community in a multitude of ways including race, ethnicity, religion, gender, sex, and politics, to name a few. Presence or participation across the full spectrum of diverse beings helps build a healthier campus community with intentionality, care and nurture.

Importantly, we should operationalize how we approach “diversity” across campus as noting who is represented as well as who is not represented at all times in all spaces -- with an understanding that we should always have a diverse representation - in every facet of who we are as students, faculty and staff. Efforts to expand and support diverse representation across campus should be a priority as we seek to best serve Goshen College. Lack of diverse representation in the full spectrum of identity and being often leads to experiences and encounters where inequity results and inclusion is not experienced. Unfortunately, those members of our community who feel the brunt of this impact tend to be those from minoritized identities.

The structure of the report that follows builds on these observations and is organized into three broad sections. The first is a summary of assets and opportunities, a toolkit of values, practices, and experiences, that the Task Force identified as part of GC culture and community. The second section outlines some of the challenges Goshen College faces as we work toward a vision for DEI in the future. The third section concludes with some specific recommendations for future work on DEI. This report is a summary of the Task Force work rather than an exhaustive account and our intention is simply to make a small contribution to the larger story, the ongoing conversation and practice of transformational work with diversity, equity and inclusion at Goshen College.

## **Assets and Opportunities**

Goshen College has a rich and distinctive collection of cultural and organizational resources for engaging with diversity, equity and inclusion. We have organized these below in light of our experience working on the Task Force and take full responsibility for any lack of imagination, missing information, or poverty of interpretive insight.

### **A Diffuse and Multifaceted Commitment To Diversity, Equity, and Inclusion**

Diversity, equity, and inclusion are diffusely and systematically prioritized in the values and structures of Goshen College. In the Task Force inquiries this was apparent at the level of individual relationships, in the variety of programming and initiatives that pertain to DEI and in survey data on campus climate. For example, when asked about the ways in which Goshen College is successful at working toward equity and inclusion, students often highlighted their relationships with GC employees noting that faculty, administrators and staff care about students. At the level of programming, our audit identified over 130 separate initiatives pertaining to DEI ranging from course-specific academic units or assignments to student clubs, from specific equity practice assessments and DEI focused workshops to the resourcing of bilingual financial aid counselors and accessible lab and classroom computer stations, from programming like the Goshen Monologues, MLK day and International Coffeehouse to the importance of spaces like Java Junction, interdepartmental coffee hours, and book clubs (see Appendix B).

Our focus group research also highlights the significant role that student-led initiatives have played on campus. Some recent examples often cited by employees and students include the Open Letter campaign that contributed to changes in Goshen College’s Hiring Policy, activity around Title IX reform on campus, and the work of the Intercultural Coalition of Goshen College (ICGC). Finally, survey data indicate that compared to other small colleges like our own, many demographic groups at GC experience significantly less discrimination than at other institutions, including: graduate students, teaching faculty, staff, administrators, men, US persons



of color, internationals, LGBTQIA+, and liberal individuals. In addition, GC students and employees were consistently more likely than those at other institutions to have participated in and appreciated diversity/equity training and activities on campus. For example, 91% of GC undergraduates report having participated in some kind of training or activity related to racial/ethnic issues (for a more detailed summary of this survey see Appendix C.). It was clear to the Task Force that there is a broad and meaningful commitment to diversity, equity, and inclusion at Goshen College and even some coincidence, if not causal connection, between our diffuse value commitments, a multifaceted collection of related programming and initiatives, and a general campus climate that scores well relative to other places like our own. At the same time, there is also a need for more strategic clarity about what we mean by DEI and what we intend to be working on with regard to DEI if we hope to make intentional and mindful changes.

### **The Mennonite Tradition and Intercultural Engagement**

The Mennonite tradition has played and continues to play an important role in shaping Goshen College's distinctive way of responding to diversity and to calls for equity and inclusion. Anabaptist commitments to community and peaceful reconciliation and to the ideals of service and justice exemplified in the life of Jesus Christ both motivate and shape the organizations encounters with diversity and injustice. This tradition has intersected with cross-cultural experiences at the college to shape a distinctive GC-orientation to intercultural engagements. To us, what is distinctive about intercultural engagement is that it values learning with, rather than learning about each other, it attempts to move beyond hosting, welcoming, or visiting to a social space defined by mutuality, reciprocity, and ongoing engaged relationships. The Study Service Term (SST) is one example of this. Founded in 1968, SST was an outgrowth of the experiences of conscientious objectors working in the United States and abroad and a response to the civil rights movement locally and independence movements around the globe. It put into practice GC's longstanding commitment to service but the particular expression of "service" imagined at Goshen College emphasizes the reciprocity of cross-cultural encounter and the act of learning with and from the people we encounter rather than treating service as expert-driven solutions to other people's social problems. This collective project, while never perfect, is an expression of GCs distinctive way of understanding intercultural engagement.

A second example of this commitment to a distinctive kind of intercultural engagement is work conducted as part of the 2005 Lilly Transformational Grant that funded the Center for Intercultural Teaching and Learning (CITL) at Goshen College from 2006-2012. An explicit purpose of the CITL's work was to "make a Goshen College education accessible to Latino students" (Lilly Proposal 2005). A wide variety of programming was developed across the institution to achieve this goal including professional development among faculty and staff, efforts to increase the portfolio of financial assistance options, and student orientations and mentorship programming. Additionally, at the heart of this work was a committed effort to develop more reciprocal and engaged relationships with the Latinx community in the City of Goshen and in Elkhart County more generally. This was and remains an imperfect and ongoing process of learning from and with the local Latinx community in an effort to better include local, Latinx people in our community.

It is also the case that intercultural education often elides a direct confrontation with issues of equity and inclusion. Both of our examples are again a useful reference point. In the case of SST, there are deep structures of inequality built into this model of international and intercultural education both in terms of student access and in terms of the kinds of reciprocity experienced in study and service locations. To mark the 50th anniversary of SST, a conference was held in which these inequities, particularly with regards to student access, were the central focus of the conference. Out of that conference has emerged a variety of revisions to the SST program that attempt to prioritize the needs of marginalized groups on campus when designing high quality international and intercultural education programs so that it is accessible to all students. In the case of

the efforts surrounding the CITL, some members of our community feel that talk of diversity is coded as pertaining primarily to our Latinx population, resulting in members from other minoritized groups feeling left out or invisible to the work being done to advocate for them in our community<sup>1</sup>. In both cases, the process involved is emblematic of the conviction that service is premised on intercultural encounters that prioritize reciprocal, ongoing and engaged relationships and seek, imperfectly, to meet the needs of all involved.

The central observation here is that the distinctive approach to intercultural engagement that has grown out of Goshen College's Anabaptist tradition has inspired the cultivation of relationships locally, globally and with each other. These relationships as well as the distinctive commitments that inspire them are assets in the work for a future that knows diversity and pursues equity and inclusion.

### Demographic Transitions

Goshen College has experienced significant demographic change in the past 15 years. Whether by design, as in the case of a growing proportion of Latinx students on campus, or as a result of broader changes in the world, as in the case of a shrinking pool of Mennonite students, these changes have impacted the context for thinking about diversity, equity and inclusion. Demographic data is not always the best way to describe diversity but it is an important piece of the puzzle. There are at least seven demographic trends that we choose to highlight here (see Appendix D for a more detailed account of demographic change).

- 1) With regard to racial and ethnic diversity in the student body, the Latinx population has grown, the white population has shrunk and by and large there has been little to no change in the proportion of students identifying with all other racial and ethnic categories, including international students.
- 2) The religious profile of the Goshen College student body has changed. Mennonites now make up about one quarter of the student body and there has been considerable growth in the number of Catholic students on campus.
- 3) Goshen College is serving a larger proportion of students from lower socioeconomic backgrounds. The best indicator of socioeconomic status is the percent of Pell Grant recipients on campus. For the total student population (traditional undergraduates, adult and continuing education students, graduate students) the numbers have increased from 21 percent in 2007 to 29 percent in 2019 and looking just at the traditional undergraduate population the increase is from 21 percent to 34 percent.
- 4) More students are commuting to campus than have in the past. Fifty percent of all students enrolled at GC today are living off campus as compared to 35 percent in the mid 2000s. This trend is less dramatic, but still evident among traditional undergraduates, 40 percent of whom were living off campus in 2019.
- 5) A larger proportion of the student body is involved in athletics than was the case in the mid 2000s. In 2019 almost a quarter (23%\*) of traditional undergraduates participated in a collegiate sport compared to fifteen percent in 2007.
- 6) There was very little change in the racial and ethnic composition of GC employees between 2000 and 2018. Whites made up a vast majority of this population, decreasing slightly from 91 percent in 2001 to 84 percent in 2019. There has been more change in the racial composition of administrative faculty and staff than among teaching faculty. For example, 100 percent of full time teaching faculty were white in 2001 and 92 percent were white in 2019 in contrast to administrative faculty and staff for whom the respective numbers are 88 percent and 79 percent (GC Reports does not separate out the numbers for administrative faculty and staff).

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<sup>1</sup> It may be useful, in both of these cases, to consider how these initiatives relate to the concept of "targeted universalism" developed by John Powell and the Center for Inclusion and Belonging.

- 7) Perhaps the greatest change among employees was change in the religious composition of this group. By 2019, Conservative Protestants (10%) and Mainline Protestants (9%) accounted for almost 20 percent of the employees and Catholics represented an additional 5 percent. Mennonites, who accounted for 55 percent of employees in 2001 decreased to 46 percent in 2019. This change was particularly evident among full time teaching faculty who went from 78 percent Mennonite to 57 percent. Throughout this period, the second largest religious group after Mennonites has been "unknowns."

## Key Challenges

### 1. Institutional Identity

Goshen College faces a variety of challenges with regard to ongoing work on DEI. Some of these are broad challenges like the economic pressure faced by many institutions of higher education. Another broad challenge is the tension between particularity and integration that accompanies any diverse collective. Particularity and integration was the title of an article written by Robert Reyes about his work at the Center for Intercultural Teaching and Learning. Reyes' article argued that diversifying a college campus requires the creation of cultural spaces on campus where minoritized groups can feel "at home." Yet, the challenge of creating "homes" is always connected to the challenge of creating skills and narrative pathways that bridge the space between those homes.

Historically the tension between particularity and integration has been easier for Goshen College to overcome than it is today partly because the vast majority of students and employees were Mennonite and partly because there was enough economic capital generated by ethnic Mennonites to support the institution. It is unlikely that the particularities of Mennonite culture and identity can continue to serve the integrative functions that Goshen College needs in the present and future<sup>2</sup>. This is not to say that Mennonite culture does not have a central role to play, rather, it is to say that thoughtful work needs to be done to construct the story of who we are in a way that invites participation without centering Mennonite experience.

Our focus group data in particular, made it clear that parts of our community, both employees and students, continue to find it difficult to feel included in Mennonite space.

Another expression of the tension between particularity and integration was a broadly held concern with "cliques" or what was sometimes framed as diversity without interaction between groups. As one person put it, "there's lots of different groups, but they don't interact much, you know, athletes, commuters, and then race, gender, etc," or as another person articulated, "People can come from three areas Athletics, Elkhart County, or white Mennonite." Another expression of this tension occurs in campus ministries and particularly in the context of chapels.

### 2. Continuity and Assessment Problems: Finding an Institutional Home for DEI

DEI faces continuity problems and assessment problems that speak to the need for clarity around where DEI resides in the organizational structure and who oversees DEI at Goshen College. In terms of continuity problems, this refers currently to the intentional, primary efforts to support DEI being primarily centered in the ongoing efforts of support and presence, planning and programming out of the division of Student Life. Other entities across campus don't have the incentive to make DEI efforts a part of their ongoing, daily work in the

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<sup>2</sup> In 2010, Goshen College hired Salter, Mcneil and Associates, LLC to conduct a cultural audit of Goshen College. The findings and recommendations in that report continue to be a valuable resource for thinking about the past and future role of Mennonite culture and identity at Goshen College.

same way. The institutional work of advancing DEI should be shared across the institution with incentives and expectations to have been addressed. Connected to these continuity problems is the need to systematize understanding, skills, and knowledge associated with assessment. This is partly about follow-through. We have had many DEI related initiatives that have either failed or been incomplete due to a lack of assessment and follow through.

Diversity, equity and inclusion is important to all the parts and pieces of our collective experience and its particular manifestations in the Biology department, for example, are different from its manifestations in the Physical Plant but they are held together by a diffuse sense of commitment across campus. These diffuse commitments are important but there needs to be an institutional space that is responsible for articulating the story of DEI at Goshen College and specific people who are accountable for pursuing the present and future of DEI at Goshen College. One theme that emerged from our focus groups was that there was a lack of historical knowledge about DEI efforts at the college. Even the relatively recent efforts of the CITL and the role it played in creating a home for Latinx people on campus is not clear in some people's mind. There are lessons to be learned from our past DEI work but they are not systematically recorded or remembered and no one is responsible for doing that work.

In exploring some of this history the Task Force noted several broad patterns in this history. First, DEI efforts tend to be funded by outside resources. For example, the Hispanic Ministries Program relied on funds from the Mennonite Church (see Hinojosa 2012 for more details). The creation of the Multicultural Affairs Office (MAO) in 1992 was funded by the Lilly endowment as was the work undertaken by the CITL.

Secondly, efforts dedicated specifically to orchestrating DEI at Goshen College tend to be structured at a programmatic level rather than having access to broad administrative oversight and this impacts the authority that DEI officers have in the institution. This is something that we as an institution know and have worked at in the past. For example, in the early 2000s the director of the MAO, Odelet Nance, lobbied to create the Multicultural Affairs Committee (MAC) largely because the MAO was tasked with diversity goals for Goshen College but had very little authority or oversight to pursue those goals at the level of the whole system. The creation of MAC gave the MAO access to upper level administration ensuring that these diversity goals were at least kept on the table.

A final observation is that the efforts to institutionalize the knowledge and experience learned as part of the Lilly Transformational Grant are not well documented and nor are the consequences that losing those funds had on DEI work at Goshen College. By the time Lilly Funds expired in 2014, the MAO, international education and the recruitment and retention work being done through the CITL had been consolidated in the short-lived Center for International and Intercultural Education (CIIE). With the loss of Lilly funds and in the context of budget restructuring between 2016 and 2017, the CIIE was reorganized and more or less dismantled. Some elements of the work formerly associated with the MAO as well as most of the remaining programming associated with Latinx recruitment and retention followed Gilberto Perez into his new role as Dean of Student Life. International Education returned to a home under the Academic Dean. This transition was not well planned or documented and left a great deal of confusion surrounding DEI questions at Goshen College. For example, this was the general context within which the student-led Intercultural Coalition of Goshen College emerged to issue a set of demands for change at the institution that included among other things the "creation of an intercultural resource center where minorities and other students can gather to promote a community" as well as anti-racism trainings for faculty, staff and students both of which had historically existed and been cultivated by the MAO. To be clear, we are not advocating for the re-creation of something like the MAO but it seems clear that Goshen College has struggled to translate its diffuse commitments to DEI into a fully

resourced position with the authority to oversee DEI in the Goshen College Community. Finding an institutional home for DEI is an important challenge for Goshen College.

### **3. Lack of Diverse Faculty**

We continue to struggle to establish a diverse faculty. This is a challenge shared by many institutions of higher education in the U.S., and is exacerbated by Goshen College's historic relationship with a predominately white denomination, Mennonite Church USA. This is difficult work but we need some concrete effort to understand how to make GC attractive to individuals whose identities help meet our goals of diverse representation. DEI should be a central function of the Human Resource Department. Additionally, that the impact and implications of a more diversified staff will aid greatly in the messaging *and* receptivity that diversity and inclusion is a serious commitment on behalf of the entire institution.

### **4. Equitable support systems for minoritized students, faculty and staff**

As programming, support and response to minoritized groups (of race, ethnicity, sex/gender, religion, etc.), we recommend this area continue to be one that receives funding and support to make those community members experience Goshen College as a place that is home -- whether students, faculty or staff.

One example that emerged from our assessments was the need to continue to provide and protect spaces and opportunities for groups to gather in solidarity and community with one another -- offering additional resources for identified and expressed needs as they arise. This includes spaces like the Intercultural Student Space as well as the Commuter Lounge but also spaces like the Academic Success Center. The Commuter Lounge, in particular, was a point of conversation in a number of our focus groups. Students and employees felt disenfranchised by the process surrounding decisions about where to locate the Commuter Lounge over the past few years. Clearly, spaces like this are an important way to create homes for students and decisions about where these spaces are located and how they are resourced should involve a strong representation of those most directly impacted and clear communications about process and outcomes.

Another theme that emerged in our focus groups and was also identified in the HEDS data, is the need to give more attention to resources for people with disabilities. This includes issues of accessibility that range from including captions on videos to a better infrastructure for people using wheelchairs.

### **5. Communication and Skill-Building around DEI**

The manner in which aspects of diverse identity and/or being are addressed (or not addressed) institutionally speak to a problematic reality in how diversity, equity and inclusion is understood and operationalized on GC's campus. One example of this cited in focus groups and conversations addressed how the sharing of events and programming around minoritized identities has or can come across as entertainment or tokenized performances rather than active intercultural engagement.

"Diversity" or "diverse populations" can be seen as or understood to address non-white populations solely. Additionally, "diverse" at Goshen College can be internalized or understood subconsciously as synonymous with a Latinx population (as our largest non-white demographic) without equitable consideration and/or mention of other non-white demographics. The effect of this results in an "us vs. them" mentality or an insider/outsider dynamic that is counterproductive to creating a sense of belonging for all campus constituents. The dynamic becomes this is *our* (majority or dominant identity group) campus and *you* (minoritized identity group) are welcome here. Owning the language differently and utilizing it more effectively can help address the disparity of welcome vs. belonging.

## Recommendations

### 1. Articulate a Vision for Diversity, Equity, and Inclusion at Goshen College

- Upper administration should cast a vision for what DEI means at Goshen College and what we will seek to accomplish in the next five to ten years. This should include the identification of who will be responsible for holding this vision and what mechanisms will be in place to inspire and hold the community accountable.

### 2. Strengthen Resources For Work On Diversity, Equity And Inclusion And For Support Of Students and Staff From Minoritized Identity Groups

- Maintain dedicated multi-faceted staffing structure to support the scope of diversity, equity and inclusion work needed
  - Hire one additional person to aid in implementing general DEI programming and specific support for minoritized community members, in conjunction with the Director of DEI
  - Hire one additional person to aid in implementing DEI training and education programming across campus for students, faculty and staff
  - Hire one additional person to cross-support DEI and be situated within Academics, on the curriculum and faculty level
- Build programs and allocate resources to support more effectively students from minoritized identity groups (1st-generation, low-income, LGBTQIA+, international and students of color)
- Training for staff and faculty broadly to support more effectively students from minoritized identity groups
- Equip and support Bias Matters Response Team (BMRT) in broadening their scope to offer an educational component that will complement existing accountability work of processing cases. This effort allows the BMRT to help address systemically the issues they are seeing in cases.

### 3. Increase Recruitment And Maintain Retention Of Students, Staff And Faculty From Historically Marginalized Groups

- Expand resourcing, innovation and efforts in Admissions, Development and other departments to recruit and retain successfully students from demographics with less than 10% enrollment at Goshen College
- Broaden and deepen programs and resources for faculty and staff from historically marginalized groups

### 4. Establish a Diverse Faculty

- This involves understanding what it means to Goshen College to have a diverse faculty. It means exploring and purposefully pursuing strategies that make that possible. It means expanding how we understand or interpret what institutional “fit” means. It means understanding what kind of support and safety and mutuality diverse faculty need to feel engaged and included at Goshen College.
- Ensure that DEI is a central function of the Human Resources Department

### 5. Institutionalize Diversity, Equity And Inclusion Across Campus

- Implement institutional accountability for the work of DEI goals to ensure DEI is seen as the efforts of an institution and not a department and/or individual(s)
- Include diversity, equity and inclusion work as part of the regular assessments and plans for individuals and departments

- Establish ongoing and informed assessment and prioritization of DEI components (Systemic sustainability); this includes space for shared evaluation and transparency about priorities (and resources)
- Understand and evaluate failed, aborted, abandoned, overlooked DEI initiatives--from grants to strategic plans

## 6. Communicate

- Communicate mission statement, resources and progress on a website that would be helpful to those considering coming to Goshen College as well as to those already here (ongoing)
- Implement staffing/resources/plan dedicated to keep the DEI website/webpages updated regularly. Revisit with GC's Com-Mar department to rebuild the initial website/infrastructure, but initial and ongoing updating of content throughout the site needs to be owned by faculty/staff who are most tied to respective pages within the site since they are the "experts" on their content areas. Some quick initial thoughts about potential content collaborators or co-owners for each section of the site:
  - Homepage: DEI
  - Student Resources: Student Life
  - Employee Resources: HR
  - Support Resources: BMRT & SMRT
  - Academics & Scholarship: Dean's Office
  - Research & Assessment: DEI Task Force
- Report annually to the community from President and DEI leadership based on the institutional vision and mission established for DEI.
- Conduct assessment communication and outreach across the institution. This assessment might include:
  - Regularly assess quality and equity of experience across demographic groups, looking for gaps/inequities and then working to address them.
    - Analyze survey data as regards satisfaction, would you recommend GC to a friend, experiences on campus (senior survey for students, HERI survey for faculty, and staff experience survey for staff), retention, participation in and access to opportunities
    - Develop systematic ways to access information about reasons for leaving for those who do not stay at GC

## References

- Brenneman, James E. 2010. "Finding Education's Sweetness: On the State of Goshen College." Presented at the Goshen College all-employee brunch, August 20, Goshen College.
- Showalter, Shirley H. 1999. Planning for Diversity – An Invitation to Many Voices. Goshen, Indiana: Goshen College.
- Stoltzfus, Rebecca. 2019. "President's Speech: Diversity, Equity and Inclusion." Presented at the Spring convocation, January 16, Goshen College.

**Membership of the DEI Task Force**

The Task Force was led initially by co-chairs Dominique Burgunder-Johnson and Beth Martin Birky. In the Fall of 2019, newly appointed Director for Diversity Equity & Inclusion, Dr. LaKendra Hardware and Professor of Sociology, David Lind were asked to take over the co-chair positions. In addition to the co-chairs, membership of the Task Force consisted of 12 students, staff and faculty from across campus. Following a self-nomination and community affirmation process, general Task Force members were selected by the Task Force co-chairs in collaboration with President Stoltzfus and a selection process overseer (professor of mathematics, David Housman). Over the two-year period, the Task Force included:

- Dominique Burgunder-Johnson (2018-19 co-chair)
- Beth Martin Birky (2018-19 co-chair)
- Dr. LaKendra Hardware (2019-2020 co-chair)
- David Lind (2019-2020 co-chair)
- Richard Aguirre, Community Impact Coordinator
- Ameera Alshuga, student
- Josefina Castillo, student
- Becca Choi, student
- José Chiquito Galván, student
- Colleen Geier, Program Director and Professor of ASL Interpreting
- Eden George, student
- Jace Longenecker, student
- Rustin Nyce, Head Track & Field Cross Country Coach and Assistant Athletic Director
- Sally Ponce, Financial Aid Counselor
- Jose Ramirez, student
- Deborah Tshidimu, student

**Process undertaken by the DEI Task Force**

In response to President Stoltzfus's charge to 1) identify current DEI activities on campus, 2) communicate the DEI work, and 3) to propose improvements the Task Force engaged in a variety of research and listening activities that are described below.

**Identifying Current and Ongoing Efforts, and Communications Assessment**

In the Fall of 2018, the Task Force developed an activities and communications audit. We visited Schools meetings and, working with the Academic Dean and Vice President for Student Life, invited department chairs and program directors to send us a list of any programs, activities, scholarships, and recruiting work that they were regularly involved in related to issues of diversity, equity, and/or inclusion at GC. This resulted in a list of approximately 140 DEI related initiatives on campus. Using this list, individual Task Force members followed up with the persons responsible for the initiatives to assess the communications strategies employed by the initiatives. As part of the communications assessment we asked the following questions of each initiative:

- Program/activity name:
- Program lead:
- Program/activity's goal:
- Program/activity's primary audience(s):
- How might a member of this program/activity's primary audience want to access information about the program/activity (note this is different than how the primary audience currently accesses information about the program/activity, but instead considers how they ideally might want to access information):
- Recommendations on ways communication could be made more effective for this program/activity:



**Listening Meetings with the Campus Community**

In the Spring of 2019, the Task Force organized two open meetings designed to solicit feedback from different constituencies on campus. In January, the Task Force hosted a Convocation with students and in March participated in an All Employee meeting. After reporting on DEI Task Force activity. Participants were given index cards and invited to respond to the following questions:

1. What would true diversity, equity, and inclusion look like for you at Goshen College?
2. What questions should the DEI task force be asking about GC's diversity, equity, and inclusion?
3. What are some significant moments in the history of GC's work toward diversity, equity, and inclusion?

**Focus Groups**

In the Spring and Fall of 2019, the Task Force conducted a series of 14 focus groups. Four of the focus groups were conducted with Goshen College employees who represented faculty, administrative faculty and staff. Approximately 25 employees volunteered to participate in these focus groups. Ten of the focus groups were held with students and were organized through existing student organizations or institutional programs (listed below). Approximately 58 students volunteered to participate in these focus groups.

- Academic Success Center (2 focus groups)
- Advocates Club
- Athletes
- Black Student Union
- Campus Ministries
- Commuter Students
- Employees (3 focus groups of mixed teaching faculty and staff)
- Fellowship of Christian Athletes
- Goshen Student Women's Association
- Intercultural Coalition of Goshen College
- Latino Student Union
- Provost Leadership Team
- Student Athlete Advisory Group

In each focus group, participants were asked to reflect on the definitions of diversity, equity, and inclusion developed by the President. Questions included the following:

- Do you consider GC to be a diverse campus? Why or why not?
- What initiatives (student or institution-led) have been/are most successful at advancing diversity at GC?
- What are some ways in which you've felt disadvantaged or unable to access opportunities at GC? What factors have created barriers for you at GC (in your classes and department, in social and co-curricular activities)?
- What initiatives (including student-led efforts) at GC have been most effective at increasing opportunities and experiences for you?
- What initiatives (student or institution-led) have helped you feel most included at GC?
- What factors have made you feel most excluded at GC?
- Do you feel like you have the power to affect change at GC? Why or why not?

**Historical Research and Documentation**

Throughout the two-year period, Task Force members reviewed official and unofficial documents (including reports, previous assessments, student thesis, publications) to assess the broader historical context for DEI work at Goshen College and to discern what DEI goals and objectives had been previously identified. These included but are not limited to:

- Berry, Malinda Elizabeth. 2007. *Fitting the Pieces Together: Understanding Mosaic*.

- 
- Burgunder-Johnson, Dominique. 2009. *Black, White, Mennonite : African American Students at Goshen College, 1968-1983*. Goshen, Indiana: Multicultural Affairs Office.
  - Case, Kimberly F., and Rebecca Hernandez. 2013. "“But Still, I’m Latino and I’m Proud’: Ethnic Identity Exploration in the Context of a Collegiate Cohort Program.” *Christian Higher Education* 12(1–2):74–92.
  - Foundations of Excellence Committee. 2009. *Diversity and Improvement Dimensions Report*. Goshen College.
  - Gerig, Rich, Zenebe Abebe, and Marty Kelley. 1999. *The ALANA Project Enrollment Plan*. Goshen College.
  - Goshen College. 2005. *Center for Intercultural Teaching and Learning Grant Proposal*.
  - Goshen College Reports
  - Hernandez, Rebecca. 2012. "Beyond Hospitality: Moving Out of the Host-Guest Metaphor into a World House of Learning to Create True Diversity and Intercultural Campuses." in *Thriving in Leadership: Strategies for Making a Difference in Christian Higher Education*. Abilene Christian University Press.
  - Hinojosa, Felipe. 2012. "Educating" Hispano Hoosiers": From the Hispanic Ministries Program to the Center for Intercultural Teaching and Learning at Goshen College, 1979-2006." *Mennonite Quarterly Review* 86(4):437–64.
  - Heinzkehr, Justin. 2019. *HEDS Diversity and Equity Survey*. Institutional Research and Assessment, Goshen College.
  - Multicultural Affairs Committee. 2005. *Diversity Plan*. Goshen College.
  - Salter McNeil & Associates, LLC. 2010. *Goshen College Cultural Audit Final Report*.
  - Showalter, Shirley H. 1999. *The ALANA Project: Planning for Diversity - An Invitation to Many Voices*. Goshen College.

The Task Force invited department chairs and program directors to send us a list of any programs, activities, scholarships, and recruiting work that they were regularly involved in related to issues of diversity, equity, and/or inclusion at Goshen College. Specifically, we asked, “What are we currently doing to promote an inclusive and equitable campus experience for all members of our community?” The result was a broad list of 137 initiatives, which we are confident is not exhaustive, that ranged from course-specific academic units or assignments focused on DEI to student clubs, from specific equity practice assessments and DEI focused workshops to the resourcing of bilingual financial aid counselors and accessible lab and classroom computer stations (see full list below). Broadly speaking, this list of initiatives points to diffuse and systematic commitments of time, creativity and resources to diversity, equity and inclusion in our community.

We can interpret the variety and breadth of this activity as an encouraging expression of our collective commitment to the centrality of DEI to our core values and mission. At the same time, it was difficult for the Task Force to do much more than inventory this list and make some broad observations about where in the community these initiatives are located and who their primary audience is (see below). Our initial request for information was itself broadly conceived and left a great deal of latitude, and perhaps frustration, on the part of chairs and directors to interpret what parts of their departmental and program activities addressed DEI. A deeper assessment would require more discernment and clarity about what characterizes an initiative as attending to DEI and, perhaps, more coordination with regard to how we account for the specific and collective impacts of these initiatives. To be clear, we see the diffuse and broad character of this list to be indicative of a meaningful collective commitment, but there is also a need for more strategic clarity about what we mean by DEI and what we intend to be working on with regard to DEI if we hope to make intentional and mindful changes.

**(LIST FOLLOWS ON NEXT PAGES)**

List of DEI Initiatives Solicited from Program and Department Chairs

<b>Academics</b>		
<ol style="list-style-type: none"> <li>1. Artistic World Field Trip to National Museum of Mexican Art-Chicago</li> <li>2. ASL Club</li> <li>3. Biology Dept Coffee Hour</li> <li>4. Book Discussion of Whistling Vivaldi</li> <li>5. Build Community and Resilience in the Department of Nursing: President's Innovation fund project</li> <li>6. C. Henry Smith Peace Oratorical Contest</li> <li>7. Canterbury fund</li> <li>8. Center for Mennonite Writing</li> <li>9. Convocation</li> <li>10. Courses in the following:               <ol style="list-style-type: none"> <li>a. Biological and Environmental Science Department</li> <li>b. Communications Department</li> <li>c. English Department</li> <li>d. Environmental Education Graduate Program</li> <li>e. History Department</li> <li>f. Kinesiology Department</li> <li>g. Nursing Department</li> <li>h. PJCS Department</li> <li>i. Social Work Department</li> <li>j. Sociology Department</li> <li>k. SST Alt Program</li> <li>l. Sustainability Studies Department</li> <li>m. Theatre Department</li> </ol> </li> <li>11. Crossing Borders Book Club</li> <li>12. Cultural Competency section of licensure portfolio</li> <li>13. Dean's workshop focused on inclusion, diversity and equity</li> <li>14. Digital Eve</li> <li>15. Diverse field placements--for elementary: one in a majority Latinx school and one in a majority African American school</li> <li>16. Diverse field placements--for secondary: a variety of settings throughout their field experiences</li> </ol>	<ol style="list-style-type: none"> <li>17. Diversity stakeholder meetings</li> <li>18. El Sistema</li> <li>19. Equity practices evaluation</li> <li>20. Equity, Diversity and Inclusion Moodle page (Resources on race (podcasts, articles, videos))</li> <li>21. Exceptional Learners course all Education students take</li> <li>22. Gamelan workshops and presentations</li> <li>23. Global Intercultural Scholar program</li> <li>24. Goshen Monologues</li> <li>25. ICC Core Class</li> <li>26. Institute for Ecological Regeneration</li> <li>27. Institute for the study of Global Anabaptism</li> <li>28. International women celebration</li> <li>29. IPad Initiative</li> <li>30. Leaf Scholarship Program, funded by the National Science Foundation</li> <li>31. Learning styles instruction</li> <li>32. Learning Technology</li> <li>33. Mathematical Ass. of America, Strengthen Underrepresented Minority Mathematics Achievement Program</li> <li>34. Men's Choir</li> <li>35. Merry Lea's Environmental Education Outreach Programs</li> <li>36. Merry Lea's Public Programs</li> </ol>	<ol style="list-style-type: none"> <li>37. Nursing Holistic Admissions Process</li> <li>38. Poetry Coffeehouse on MLK Day</li> <li>39. Presentations to IB high school students</li> <li>40. Professional development initiative for all business department students</li> <li>41. Red Cents: Student literary arts journal</li> <li>42. Scholarships for grad program</li> <li>43. Services for Students with Disabilities</li> <li>44. Social Work faculty participating in ACUE (module 2G "Embracing Diversity in Your Classroom")</li> <li>45. SST</li> <li>46. SSTT in Guatemala: Theological Institute for High School students</li> <li>47. Students for Social Change (formerly Social Reform Club)</li> <li>48. Support for students dealing with mental health issues</li> <li>49. Technolios Chicas (NWWIT sponsored)</li> <li>50. Textbook Assist program</li> <li>51. Dean's Summer Reading Program (The Dean asked faculty to read books on inclusion, diversity and equity.)</li> <li>52. The Goshen College Record</li> <li>53. Theater-ASL collaborations</li> <li>54. Theater-Casting</li> <li>55. Tutoring and Writing support, Academic Counseling</li> <li>56. Umble 40th Anniversary Theater Season</li> <li>57. Women in STEM</li> <li>58. Women's World Music Choir</li> </ol>

<b>Advancement</b>
<ol style="list-style-type: none"> <li>1. Fundraising for International Student Scholarships</li> <li>2. GC Women's Leadership Council</li> <li>3. Latino Scholarship Dinner</li> <li>4. Naming of buildings: Juanita Lark, Olive Wyse, Octavio Romero apts</li> <li>5. Parables Worship Team</li> </ol>

<b>Enrollment</b>	
<ol style="list-style-type: none"> <li>1. Accounting - asst controller fluent in ASL</li> <li>2. Admissions: Spanish speaking counselors</li> <li>3. Campus Events for Schools with diverse student populations</li> <li>4. Communication Flow brochures/letters translated into Spanish</li> <li>5. Diversity represented in photos chosen for materials, striving to represent our student body.</li> <li>6. Explore Goshen Day translators</li> <li>7. Financial Aid Outreach</li> <li>8. Financial Aid- Scholarship</li> <li>9. Financial Aid- Spanish speaking counselor</li> <li>10. Hiring Spanish-speaking student workers</li> </ol>	<ol style="list-style-type: none"> <li>11. Include same-sex marriages in Bulletin news notes.</li> <li>12. Mindfulness about inclusive language in content we produce.</li> <li>13. Occasional audits of news stories and online profiles to assess representation.</li> <li>14. Spanish translations of some materials.</li> <li>15. Using different communication channels to reach more and different people in their preferred channels.</li> <li>16. Student and faculty profiles, seek representational and consider gender, majors, hometown, racial/ethnic.</li> </ol>

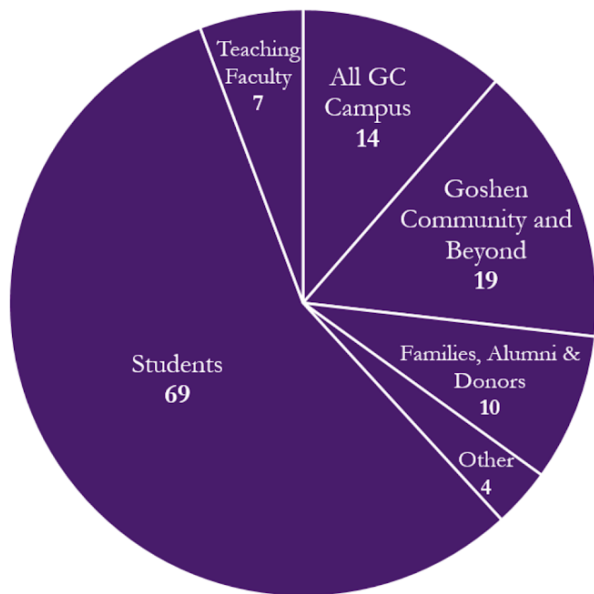
<b>Office of the President</b>
<ol style="list-style-type: none"> <li>1. Board of Directors (BOD) Diversity Initiatives and Education</li> <li>2. Diversity, Equity &amp; Inclusion Task Force</li> <li>3. Implementing accessibility standards on GC website</li> </ol>

<b>Provost</b>
<ol style="list-style-type: none"> <li>1. AV infrastructure / support for Spanish Language translation</li> <li>2. Delivery of Assistive Technologies in labs</li> <li>3. Spanish translation of Accounting Office forms</li> <li>4. Support for web accessibility technologies</li> <li>5. Systems support for Kurzweil reader</li> <li>6. Title IX Reporting sessions with individual teams</li> <li>7. Wheelchair accessible lab and classroom computer stations</li> </ol>

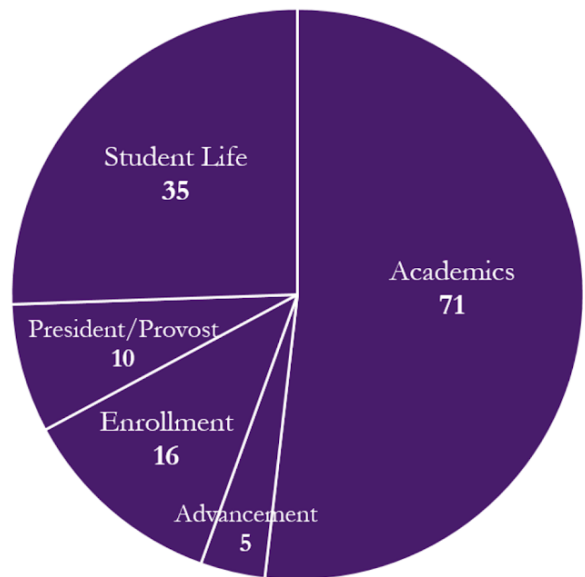
Student Life		
1. 3rd and 4th Year Student Co-Ed Housing Opportunities that is gender inclusive	12. Dia de los Muertos	23. New Student Orientation translators
2. Advocates	13. Dr. Martin Luther King, Jr. Celebration & Committee	24. Open Spaces
3. American Association of University Women at GC (AAUW)	14. Elkhart County HOPE Network	25. Prism/Advocates
4. Big 8 Leadership Summits	15. Goshen Coalition for Students	26. Regarding Justice Network (Re:JN) Peer Educators
5. Black History Month event	16. Goshen Student Women's Association	27. Resident Assistant selection
6. Black Student Union	17. Intercultural Club of Goshen College	28. Resident Assistant training
7. Campus Activities Council hiring	18. International Coffee house	29. SAAC (Student Athlete Advisory Committee)
8. Certified Production Technician (CPT) training	19. International Student Club	30. Safety Shuttle & FIRSST
9. Commuter Student Association	20. Kick Off	31. Student Senate
10. DEI Presence & Engagement	21. Latino Student Union	32. Student Senate identity club representatives
11. DEI Workshop for ALL Athletics Department (Sun., Nov. 4th 6-8PM)	22. LEAF Leadership Program (created in 2017)	33. Unity Club
		34. Latino Entrepreneurship Program

Breakdown of initiative location with the institution and primary audience

DEI Initiatives at GC, by Audience



137 DEI Initiatives at GC, by Division



*Prepared by Justin Heinzekehr, Director of Institutional Research and Assessment*

## Introduction

The HEDS Diversity and Equity Survey measures student and employee perceptions of campus climate and experiences of discrimination at GC. HEDS (Higher Education Data Sharing) is a consortium of mostly small, liberal arts institutions. The 2019 report compares GC's results with 48 other "small" institutions whose average enrollment is about 1600 undergrad students. The survey is relatively new (developed in 2018) and this is the first year that GC has participated. Goshen will administer the survey online every other spring to all students and employees. Most questions are on a 5-point scale.

## Demographics

In 2019 we received 247 undergraduate responses (33% response rate), 19 graduate student responses (25%), 56 teaching faculty responses (68%), and 87 administrative/staff responses (51%). The responses were representative of the campus community in terms of gender, race/ethnicity, class level, and residence (on/off-campus).

## Overall Diversity and Equity

HEDS calculates an overall diversity and equity score based on four factors: campus climate, institutional support, experiences of insensitive/disparaging remarks, and experiences of discrimination or harassment. **Goshen College's scores are equal to or better than other small institutions in each of the four factors.** (Each factor measured on a +/- 1-5 scale.)

Factor	GC	Other Small Inst	Diff
Campus Climate for Diversity and Equity	3.7	3.5	+0.2
Institutional Support for Diversity and Equity	3.4	3.2	+0.2
Insensitive or Disparaging Remarks	-2.1	-2.1	0.0
Discrimination or Harassment	-1.5	-2.0	+0.5
<b>Total Score</b>	<b>3.5</b>	<b>2.6</b>	<b>+0.9</b>

Overall, graduate students, teaching faculty, US persons of color, LGB+ individuals, and liberal individuals had more positive views of GC's campus climate than their counterparts at other small institutions.

International students at GC held less positive views of the campus climate than those at peer schools. This difference appears to be mainly driven by items related to sense of belonging. International students rated their own sense of belonging much lower than other students at GC, including minority students. However, international students were not more likely than other groups on campus to report specific negative experiences of discrimination.

Graduate students and LGB+ individuals experience fewer insensitive/ disparaging remarks than they do at other institutions. **Many demographic groups at GC experience significantly less discrimination than at other institutions**, including: graduate students, teaching faculty, staff, administrators, men, US persons of color, international, LGB+, and liberal individuals.

The only demographic group experiencing significantly more discrimination at GC than at other institutions is conservative students.

## Rates of Discrimination: Students

Like other institutions, however, GC has work to do to address disparities especially in the undergraduate experience. **Undergraduate students at GC are at least twice as likely to experience discrimination** (17% reporting at least one such experience) **than other groups at GC** such as graduate students (5%), teaching faculty (9%) and staff/administrators (7%).

Undergraduate students experience discrimination for various reasons, most often: political views, racial/ethnic identity, physical appearance, or gender identity. (These are the same four reasons most often cited at other institutions.)

**Political affiliation, race and gender are significant areas of disparity in student experience of discrimination.** The largest gap at GC is between conservative students and moderate or liberal students, and perhaps between African American/black students and Hispanic or white students (see note below). Unlike at other institutions, LGB+ students at GC report similar levels of discrimination as heterosexual students (16% in both groups).

By demographic category, the percent of students experiencing discrimination on campus, at off-campus housing, or at GC-sponsored events is:

<b>Political affiliation</b>	Conservative	Middle-of-the-Road	Liberal	Gap (Cons.-Lib.)
GC	30%	13%	16%	-14%
Other small institutions	25%	20%	29%	+4%

<b>Race/ethnicity</b>	US Persons of Color	White	Int'l	Gap (US Min-White)
GC	19%	15%	9%	-4%
Other small institutions	32%	23%	30%	-9%

<b>Gender</b>	Women	Men	Gap
GC	17%	11%	-6%
Other small institutions	27%	22%	-5%

<b>Sexual orientation</b>	LGB+	Hetero.	Gap
GC	16%	16%	0%
Other small institutions	36%	23%	-13%

(Note: although the gap appears to be small between US minority students and white students, it is likely that there is significant variation between the experiences of Hispanic and black students' experiences. In the total response to the survey (student and employee), 33% of African American/black individuals report experiences of discrimination, compared to only 10% of Hispanic individuals and 12% of white individuals. We are unable to disaggregate by both campus role and specific racial/ethnic group, but at GC the majority of black and Hispanic responders are students rather than employees, which implies that there is a significant difference between black and Hispanic student experiences.)



### Rates of Discrimination: Employees

**GC employees experience significantly less discrimination than employees at similar institutions.** Only 9% of teaching faculty and staff, and 3% of administrators report experiencing discrimination. At other small institutions, these figures are: 23% of teaching faculty and 19% of staff and administrators.

However, disparities do exist among employee demographic groups as well, mostly by sexual orientation – although the sample size is low in this category – and also by gender. There were no significant disparities between employees of different races or political affiliations.

By demographic category, the percent of employees experiencing discrimination at GC is:

Sexual orientation	LGB+	Hetero.	Gap
GC	40%	6%	-34%
Other small institutions	31%	19%	-12%

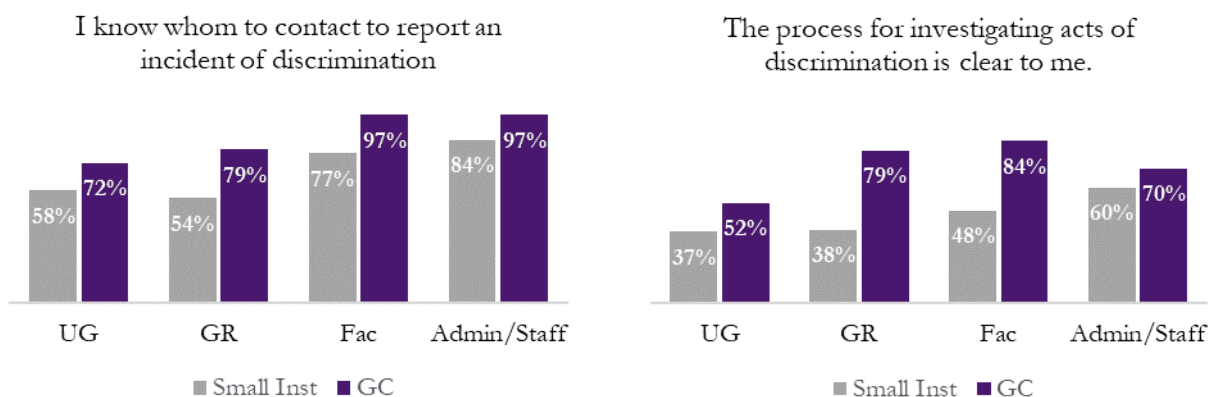
Gender	Women	Men	Gap
GC	13%	3%	-10%
Other small institutions	24%	14%	-10%

Race/ethnicity	US Persons of Color	White	Int'l	Gap (US Min-White)
GC	9%	8%		-1%
Other small institutions	27%	19%	23%	-8%

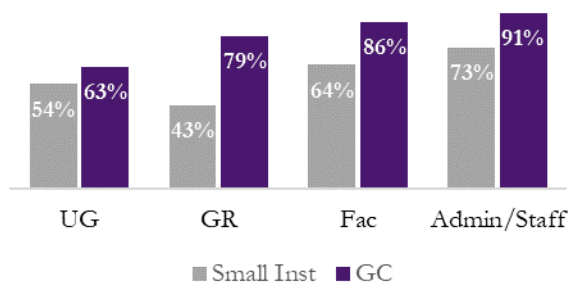
Political affiliation	Conservative	Middle-of-the-Road	Liberal	Gap (Cons.-Lib.)
GC	8%	7%	5%	-3%
Other small institutions	16%	18%	21%	+5%

### Reporting Structures

The college’s recent work to create a formal structure for reporting racial and other kinds of discrimination (BMRT) seems to have paid off. GC students and employees are significantly more likely to understand reporting options than students at other small institutions. The charts below show the percent of individuals that agree or strongly agree with the following statements.



The process for reporting acts of discrimination is clear to me.



Although GC is ahead of peer institutions in this respect, confidence among most groups drops when asked about the process for reporting and investigating discrimination. **More could be done to clarify reporting and investigation processes, particularly among undergraduate students.**

### Impact of GC Programming on Diversity and Equity

GC students and employees were consistently more likely than those at other institutions to have participated in and appreciated diversity/equity training and activities on campus. For example, **91% of GC undergraduates report having participated in some kind of training or activity related to racial/ethnic issues.** At other small institutions, 74% of undergraduates have participated in such activities.

### GC especially stands out in the level of attention given to issues of immigration and religious diversity.

At GC, 82% of undergraduates, 89% of faculty, and 75% of administrators and staff have participated in some kind of training or activity related to immigration issues. At peer schools, the figures are: 58% undergraduates, 51% faculty, and 43% staff/administrators.

At GC, 82% of undergrads, 82% of faculty, and 76% of staff/administrators have participated in activities or training related to religious diversity. At peer institutions, the figures are: 57% undergraduates, 47% faculty, and 45% staff/administrators.

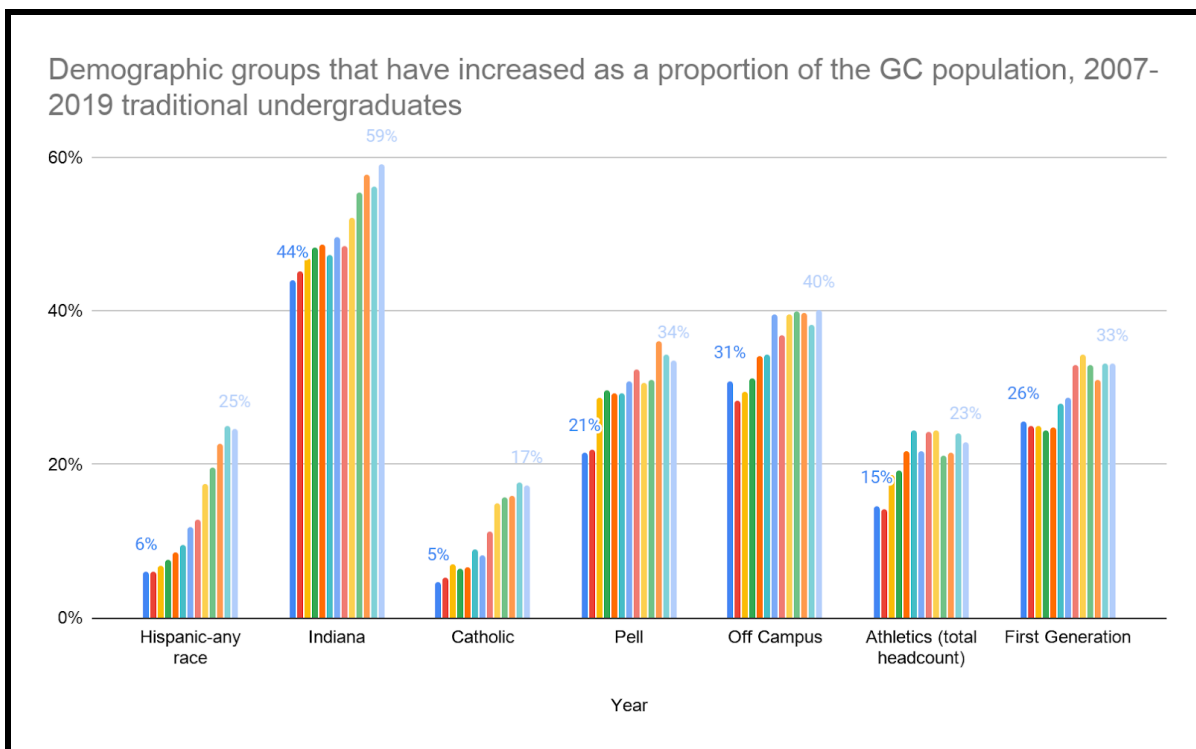
At GC as well as peer institutions, those students who participate in activities related to diversity and equity are very likely (usually above 90%) to report that their participation helped increase their support of diversity on campus to some extent.

When asked where at GC they have experienced significant learning experiences around diversity, undergraduate students are most likely to name chapel/convocation (58%), informal conversations with peers (47%), campus events (44%), and courses in the Core (42%).

GC could consider providing more training to students and employees on issues related to disability and socioeconomic status. Though participation rates are still higher than at peer institutions, only 70% of GC undergraduates report participating in activities related to socioeconomic class, and only 64% have participated in activities related to disability issues.

Goshen College experienced substantial demographic change in the first two decades of the Twenty-First Century with significant implications for diversity, equity and inclusion. In this section, we draw on statistical data collected by the administration at Goshen College as a way of accounting for changes in the diversity context on campus. It is quantitative data and is by no means the only way to account for diversity but it does provide a useful backdrop for thinking about some of the themes related to equity and inclusion that we report on. The most visible change has been in the racial and ethnic profile of the student body but there have also been changes in the religious and socioeconomic composition of the campus, in the geographic origin of the student body, in the proportion of students who are athletes and in the residential status of the student body.

For most of Goshen College’s history, it has been a majority white and majority Mennonite community. It still is, but particularly among the student body there have been some dramatic changes. Between 2007 and 2019 the students identifying as white decreased from 82 percent to 56 percent and students identifying as Mennonite decreased from 59 percent to 28 percent of the student body. Concurrently, since the turn of the century, the percent of students identifying as something other than white USAmericans has grown from 16 percent in 2000 to 43 percent in 2018. Most of this change can be accounted for by the dramatic growth in the percent of students identifying as Hispanic, which increased from 6 percent of the student body in 2007 to 25 percent of the student body in 2019. Other racial and ethnic groups saw only very small changes. African Americans increased from 2 percent to 4 percent of the population, followed by Asians (1%-3%) and finally, international students became a smaller proportion of the population during this period, falling from 10 percent in 2000 to 8 percent in 2019. Taking race and ethnicity as a measure of diversity, we can say that GC is a more diverse place than it was ten or twenty years ago by which we mean that, as a proportion of the population there are more Latinx students, fewer white students and a small but steady population of African Americans, Asian Americans, and international students.



Diversity has many dimensions beyond racial and ethnic identity and not all of them are easy to track with demographic data, but there are at least five other demographic trends with meaningful implications for DEI at Goshen College. The first is a trend toward a more local point of origin for our students. In 2019, GC is more Indiana-local than it was in 2007. Today 59 percent of traditional undergraduates come from Indiana as compared to 44 percent in 2007. Secondly, the religious profile of the student body has changed. We have already noted that the proportion of Mennonites has decreased to about one quarter of the population but approximately 76 percent of the student body identifies with a religious tradition and, in particular, Catholics now represent almost a fifth (17%) of the population, up from five percent in 2007. Third, today Goshen College is serving a larger proportion of students from lower socioeconomic backgrounds. The best indicator of this socioeconomic status is the percent of Pell Grant recipients on campus. For the total student population (traditional undergraduates, adult and continuing education students, graduate students) the numbers have increased from 21 percent in 2007 to 29 percent in 2019 and looking just at the traditional undergraduate population the increase is from 21 percent to 34 percent. A less robust, but connected indicator of this change is the growth of first generation students who accounted for 37 percent of the overall student population and 33 percent of the traditional undergraduate population in 2019. Fourth, more students are commuting to campus than have in the past. Fifty percent of all students enrolled at GC today are living off campus as compared to 35 percent in the mid 2000s. This trend is less dramatic, but still evident among traditional undergraduates, 40 percent of whom were living off campus in 2019. Finally, a larger proportion of the student body is involved in athletics than was the case in the mid 2000s. In 2019 almost a quarter (23%\*) of traditional undergraduates participated in a collegiate sport compared to fifteen percent in 2007.

These changes have occurred predominantly among the student body but are also evident among employees. The types of employees at Goshen College include administrative faculty, teaching faculty, professional staff, staff and temporary employees. The largest change in these groups is a decrease in the number of staff. Staff, defined as hourly employees, decreased from 31 percent to 15 percent of the employee population from 2001-2018. Some of this decline in the number of staff may be accounted for by the creation, in 2013 of a new category titled “temporary employees”, which accounted for almost ten percent of all employees by 2019. The number of teaching faculty remained fairly stable during this period at around one third of the total employee population. Administrative faculty also hovered around one third of the employee population with a small increase during the years of the Lilly Grant from 2007-2014. The number of professional staff increased slightly from 31 (9%) in 2001 to 39 (13%) in 2018.

There was very little change in the racial and ethnic composition of GC employees between 2000 and 2018. Whites made up a vast majority of this population, decreasing slightly from 91 percent in 2001 to 84 percent in 2019. There was some growth in the number of Hispanic employees. This population grew from 4 percent at the turn of the century to 8 percent by 2019. All other groups hovered at or below 4 percent of the employee population. While GC Reports does not break down each segment of the employee population, there is some evidence that there has been more change in the racial composition of administrative faculty and staff than among teaching faculty. For example, 100 percent of full time teaching faculty were white in 2001 and 92 percent were white in 2019 in contrast to administrative faculty and staff for whom the respective numbers are 88 percent and 79 percent.

Perhaps the greatest change among employees was change in the religious composition of this group. By 2019, Conservative Protestants (10%) and Mainline Protestants (9%) accounted for almost 20 percent of the employees and Catholics represented an additional 5 percent. Mennonites, who accounted for 55 percent of employees in 2001 decreased to 46 percent in 2019. This change was particularly evident among full time

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teaching faculty who went from 78 percent Mennonite to 57 percent. Throughout this period, the second largest religious group after Mennonites has been "unknowns."

One theme that emerged as part of the focus group research was a lack of historical knowledge. For example, people recognized that the growth of the Latinx population at Goshen College was an intentional effort, but did not really know how it happened. Partly as a response to this kind of theme, the Task Force committed time to collecting a timeline of DEI related initiatives at Goshen College. We believe that there is value in remembering and learning from some of this history. Here we provide a very brief summary of some of that history.

Goshen College has a long history of working toward building a more racially and ethnically diverse community on campus. For example, African American students began attending the College in the 1940s and there was a short lived effort to recruit African American students in the late 1960s and early 1970s that managed to increase enrollment for a short period of time. It was during this time that what became the Black Student Union was formed on campus. In 1979 a similar pattern of institutional efforts were made with the establishment of the Hispanic Ministries Program which continued to be active on campus until 2005. In 1977 the college created the Cross-Cultural Relations Center with the goals of improving minority-majority relations and in 1992, with funding from the Lilly Endowment, GC opened the Multicultural Affairs Office (MAO). These kinds of efforts were accompanied by a variety of task forces, curricular developments, and trainings (notably the Damascus Road Anti-racism training and the Diversity Circles organized through the MAO) as well as some efforts to provide financial assistance through scholarships like the Multicultural Leadership Award. Importantly, one of the things we have learned from all of these efforts is that while we can build diffuse awareness and concern, change, at least with regards to the demographic constitution of our community, requires intentional and focused efforts and resources. In other words, all of these initiatives had no appreciable impact on the enrollment and retention of minoritized groups and this applies equally for students and employees. Connected to this is the fact that while these institutional initiatives are fairly accessible, the experiences of students in historically marginalized groups are more difficult to access.

This is an important lesson and it is fairly clear that we have been aware of it for some time. For example, in 1985 a North Central Accreditation (NCA) report identified the lack of minority faculty as exacerbating the difficulties faced by minority students on GC's campus. Again in 1999, in a document entitled, "Planning for Diversity," President Showalter identified as a central problem that

"GC has always wanted and has tried to welcome ALANA [African, Latino, Asian, Native American] students. However we have not 1) Selected numerical or qualitative targets for recruitment of ALANA students; 2) Selected goals for retention; 3) Created accountability structures in admissions and the MEO for individual pieces; 4) Created a collaborative working group by vice presidents and supported by their staff; 5) Integrated efforts to recruit and retain ALANA students along with efforts to market GC's strengths as a whole and to involve alumni in marketing and recruitment strategies; 6 Chosen "feeder schools" and built special relationships with those schools."

What we have done with this lesson has not always been clear except perhaps in the case of the Lilly Transformational Grant which began to be developed soon after President Showalter drafted this document.

Additionally, the history of concerns related to gender identity equity and inclusion provide some lessons to be learned and deserve greater attention. During this same time period there was a great deal of work around these issues as well. For example, Ruth Gunden's efforts to develop women's sports began as early as the 1950s and the 1980s saw a variety of initiatives. For example, in 1981, a steering committee formed to organize GCSWA, the Goshen College Student Women's Association. This was followed in 1983, with a faculty meeting held to approve the formation of a women's studies minor, the first Mennonite college to establish such a program. These initiatives have certainly had an impact on the culture surrounding gender equity and inclusion.