

DIVERSITY

"Faculty, staff and student involvement" necessary for Diversity Plan to work

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and that we should work together for substantive equality.

"The plan provides the language to communicate about diversity as an institution, but the action steps should make sure that students who get enrolled have access to resources that will support them," said Assefa.

What is Diversity?

The plan includes four general goals: 1) To increase and sustain diversity among students, staff and faculty 2) To assure substantive equality in a diverse community 3) To create an institutional structure that will sustain the diversity and substantive equality initiatives, and 4) To improve opportunities for diverse organizations to do business with the College.

"(The Diversity plan) is a vision whereby diversity is a positive trait that represents the best of our country and our world rather than a threat to the status quo," said Vice President for Academic Affairs and Academic Dean Adrienne Israel, who helped with editorial revisions of the plan.

The plan currently states that "Diversity is not about only difference but also inclusiveness and a recognition that we share many aspirations and attributes including a common institutional context."

Additionally, "Diversity" refers to five areas of emphasis: race, gender, ethnicity, sexual identity, and international origin, which applies to both non U.S. citizens and to students who are not native-born.

In the executive summary, the plan states that "Whenever the plan discusses the goals of achieving diversity in the College, it refers to these five areas of emphasis"

"I hope that we will continue to do the tricky work of both defining "diversity" more broadly," said Director of Campus Ministries Max Carter, who is a member of the Quaker Life and Diversity committee. "We need to bring in a variety of Quakers as well as varieties of Muslims, Jews, and other religions, for example, and not getting caught up in a "politically correct" version

of diversity."

Assefa said that while being general is inclusive, being specific is necessary because while Guilford can make the College more diverse by enrolling more diverse students, the level of support each group gets varies greatly.

"For example Quaker students have a lot of support, a lot of resources that enable them to practice their faith that other faiths on this campus don't have access to equal resources," said Assefa. "After passing the plan, we now agree that need to work towards diversity and substantive equality, but how can we make it real?"

Quantitative and Qualitative Goals

The last stages of revision fine-tuned the language but made the objectives of the plan more general.

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Martha Assefa, senior

"The good thing about the plan being general is that it is open and doesn't leave people out," said Hammond. "If were to list every group and every initiative then they would be set in stone and we would forget important things."

However, the lack of specificity in the plan's goals has also been critiqued.

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The objectives of the plan are discussed in terms of quantitative and qualitative goals.

The quantitative goals each have a set timeframe to be accomplished. According to the plan, "diversity numbers are currently at or near the 2010 targets in the Strategic

Plan."

The plan details specific goals for enrolling more students, faculty and staff members.

"They are not quota," said Hammond. "They are to make sure that Guilford is at the very minimum in line with percentages of national diversity."

Though the quantitative goals are precisely set, the qualitative goals are undetermined.

"Quantitative goals are always clearer. It's about data and numbers so they are precise," said Interim Director of Multicultural Education Holly Wilson. "Qualitative goals are always going to be less clear which is why community input is important so we can determine these steps."

For example, objective 2.3 of goal 2 states that "by 2015, the college will enhance inclu-

siveness in the college's environment by creating institutional policies and practices that sustain and advance equality for all students, staff and faculty." These "policies and practices" have yet to be determined.

Though the plan outlines sample action steps for each of the objectives, actual policies have yet to be determined.

Some possibilities for objective 2.3 are to increase the number of students who participate in the Multicultural Leadership Scholar Program from 10 to 20 and to "link the Diversity Plan objectives with Guilford Connects in an intentional and functional manner."

The Diversity Action Committee

"Now the work begins, and it's everybody's job" said Hammond. "The diversity action committee will be in charge of form-

ing sub-committees that will each work on a specific objective and create action steps to accomplish it within the timeframe."

Wilson, who has played a key role, along with Hammond, in getting campus input on the plan by organizing public forums, said that the diversity action committee is not officially formed yet. There are recommendations in the plan and it will be formed in the fall.

"The diversity action committee is responsible for the oversight and administration of the diversity plan initiatives," said Wilson. "We get feedback from constituencies then provide feedback to the President, the Board and the community to make sure we are implementing things that the campus wants."

"The plan doesn't confirm and specify all of the names of the people who will make up the committee," said Hammond, "because we want to leave it open for others to be added to the list if necessary."

However, the committee will involve the Director of Multi-Cultural education, Wilson, and the Assistant to the President for Planning and Management, Jeff Favolise.

Wilson said that faculty, staff and student involvement is necessary for the plan to work.

"Ensuring that all different constituencies have a voice is important," said Wilson. "It's great that we have good numbers but what do people feel like when they get here? Do they feel diversity? Do they feel community?"

One concrete focus of the plan is increasing the number of anti-racism training workshops.

"Not everyone at Guilford is getting the adequate anti-racism training," said Co-President of the International Club and sophomore Multi-Cultural scholar Yazmin Garcia Rico. "I am saying this because I have received myself offensive comments related to my background, and I have been treated differently. Anti-racism training should be required for all the students, staff and faculty."

Wilson said that suggestions and input are greatly appreciated and encouraged.

"We want to know "are we living up to the plan?" If we aren't then let us know. The community needs to be in the driver seat to help us make the plan a reality."

TUITION

Tuition to increase by 5.5 percent for next year

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According to a Budget Committee report, "The budget will incorporate any changes in the enrollment projections since February, first session summer school registrations, and other unanticipated revenues and expenses, in time for the start of the fiscal year on July 1."

Final revisions will be made at the October 2009 board meeting where the trustees will review and approve final budget revisions in light of Oct. 1 official enrollment numbers.

"We asked the trustees to pass what was called the 2009-2010 budget in principle because there are many unknowns on enrollment for next fall," said Vice-President for Finance and Administration Jerry Boothby. "What the board passed was simply based on what we knew at this point."

Vormelker said that the Budget Committee came up with enrollment data on a better case, a middle case, and a worse case scenario

and brought these numbers before the board so they could make a preliminary decision, despite the many unknown variables.

"Given the uncertainty of the current economic crisis, the Budget Committee wanted to ensure that the school could continue to operate no matter the enrollment situation," said Vormelker. "Under the worse case scenario the committee would be required to close a \$2.7 million budget gap. Having cut expenses as far as possible, including reductions in staff, part-time faculty, facilities, and the Strategic Long-Range Plan, the only remaining way to close the gap was to raise tuition and fees."

Hayton said that it is necessary to place tuition increase in a nationwide context.

"The increase for room and board reflects an increase in the cost for food nationwide," said Hayton, "Also, this increase in tuition and fees needs to be placed in a nationwide context where higher education costs continue to increase, as charted by the Higher

Education Price Index (HEPI)."

According to the Budget Committee report, "the current worse case revenue scenario projects net operating revenue of \$51.6 million, and total expense requests of \$53.9 million."

The Budget Committee utilized the worse case scenario to develop a balanced 2009-10 budget, with a current budget estimate of \$51.6 million.

According to the report, "essentially, this scenario combines the pessimistic forecasts of lower revenue and higher expenses."

The report highlighted the major elements that will determine the budget in the worse case scenario: "360 traditional first year students in the fall (versus over 400 students for the previous five years, including 406 last falls 2008), a resumption of faculty and staff raises, and an increase in capital spending."

According to Hayton, these factors, as well as other assumptions, have created roughly a \$2.2 million shortfall between the

Committee's strategic goals and the available revenue that must be closed.

This means that a \$2.2 million shortfall in revenue needs to be reconciled by the May meeting.

The Budget Committee report states "This is an extremely difficult budget to prepare because of the continuing economic downturn and volatile enrollment patterns, and their impact on the total revenue available to fund campus initiatives and expenses."

Bryan said that despite the fact that the trustees did not want to put further strains on the families, they had to approve a tuition increase.

"Many members of the board of trustees talked about the implications that an increase in tuition and fees would have on the students," said Boothby. "The underlying principle of the meeting is that the trustees are very sensitive to families and their economic conditions and what can be done to help them."