

The Facets of Diversity

A Study of Diversity at St. Olaf

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A report by the
Board of Regents Student Committee

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Introduction

The term diversity is a fluid one, and it presents difficulties as administrators, students, and faculty members have many conceptions of what constitutes "diversity." The difficulty of defining diversity is not the greatest challenge that Board of Regents Student Committee anticipated as it began developing this report. At St. Olaf, as in the broader national history, the movement toward embracing and realizing a diverse, integrated community has been a slow one, punctuated by moments of tension, misunderstanding, and frustration. Yet, as the committee moved forward in its research, we uncovered a resilient vibrancy among the members of the college community; administrators, students, and faculty widely share the same conviction that diversity is among the most important issues facing St. Olaf. Our interviews and interactions revealed that St. Olaf is excited about the prospect of a more diverse community and realistic about the challenges and successes it faces. Despite the difficulty and ambiguity that surrounds "diversity," the community at St. Olaf approaches the topic with enthusiasm and energy.

BORSC last investigated diversity at St. Olaf in February 2002. Then, as now, the committee recommended that the Board of Regents lead the college in increasing diversity at St. Olaf. Since 2002, diversity at St. Olaf has evolved rapidly, and this report seeks to build on the committee's earlier work. Recognizing that St. Olaf has made remarkable strides over the past four years, the first section of the report focuses on a numerical breakdown of these changes. Likewise, the second section of the report, "Administrative Initiatives," seeks to understand what efforts the college has made to recruit a diverse faculty and student body. As always, BORSC's chief concern is the perspectives of students. In the third section of the report, we present the congregated results of previous campus climate surveys as well as interviews with dozens of diversity student organization leaders.

The committee's research uncovered a broad agenda with four key items, including the development of a concrete strategy for increasing diversity at the college. The importance of diversity means that leadership on the issue must be carried out on all levels of college life. Consequently, the report carries recommendations not only for the Board of Regents, but also for the administration and the Student Government Association. Enthusiastic and intentional leadership on these levels, combined with the vital efforts of student organizations, promises to create an atmosphere where diversity is not only a visible component of daily life, but also a flourishing pillar in the mission of the college.

St. Olaf by the Numbers

To begin to address the topic of diversity at St. Olaf College, the Board of Regents Student Committee examined the demographics of the student population. The topic of diversity covers a broad spectrum of concerns, but this report will specifically address diversity in religion, gender, ethnicity, and socioeconomic status. We will begin by with a statistical comparison of this year’s senior class (the class of 2010) with the first-year class (2013). Such an overview gives a rough outline not only of the current state of diversity at St. Olaf, but also of its evolution over the past four years.

Using data supplied the Office of Admissions, we may examine the religious identification of students with faiths outside of Christianity and Christian faiths. The Office of Admission gathered this data through online admission surveys that each incoming student was required to complete. Students within each class identify as follows:

	Class of 2010 (%)	Class of 2013 (%)
Lutheran (ELCA)	33.54	24.68
Unknown	9.21	17.74
Catholic	14.88	14.65
Presbyterian Church (USA)	5.17	5.91
Methodist	4.54	4.76
Lutheran (Missouri)	4.79	4.37
Non-Denominational Christian	4.67	4.24
Lutheran (Other)	2.65	3.98
Other Christian Denomination	6.18	3.34
Episcopal	1.77	3.21
No Preference	2.40	2.83
Baptist	2.90	2.57
United Church of Christ	1.64	1.54
Prefer Not to Respond ¹	N/A	1.41
Unitarian Universalist Association	1.01	1.41
Agnostic	0.88	1.03
Islam/Muslim/Moslem	0.13	0.64
Atheism	0.50	0.39

¹ “Prefer Not to Respond” was not an available option for the Class of 2010.

Judaism	0.63	0.39
Buddhism	0.63	0.26
Hinduism	0.00	0.26
Other	1.89	0.26
Baha'i	0.00	0.13
Total Students:	793	778

The gender distribution at St. Olaf was the focus of the Board of Regents Student Report in the October 2009 board meeting. In the class of 2010, which has 793 students, 436 (55%) students are female and 357 (45%) are male. In the first-year class of 778 students, 446 (57.3%) identify themselves as females and 332 (42.7%) are males. The overall campus distribution is 1,743 (55.5%) females and 1,393 (44.4%) males. According to the 2007 National College Health Assessment, 2.6% of St. Olaf students identify as gay or lesbian, while an additional 2.1% identify as bisexual; these percentages largely match national averages.

Ethnicity is the third factor in our discussion of diversity. Not every ethnicity is addressed below and only those with the largest representation on campus will be examined. The following chart summarizes the racial and ethnic breakdown of the classes of 2010 and 2013. Of important note, it was not until 2008 that the category of multiracial was made available on the survey. Consequently, in the class of 2010, no students were able to identify multiracial because the option was not available, while in the class of 2013, 3.2% of the students identified as such.

	Class of 2010 (%)	Class of 2013 (%)
White	81.8	80.2
Asian	4.3	4.2
International Students	0.9	3.7
African American	1.0	2.7
Hispanic	1.8	2.3
Total Students:	793	778

The socioeconomic status of the student body proved to be more difficult to quantify because this category is not self-identified on the St. Olaf admissions forms, but rather is determined by The United States Department of Education and the Office of Postsecondary Education. St. Olaf College applies the nation guidelines to decide which students are eligible for financial assistance. Last year at St. Olaf, 19% of the student body qualified as low-income² and 7% of the low-income students also fell into the first generation category.

² Low income is defined by the Office of Secondary Education as a family of four with an annual income of \$33,075 or less. <<http://www.ed.gov/about/offices/list/ope/trio/incomelevels.html>>

BORSC also chose to look at the racial distribution on the college's varsity sports teams and music (vocal and instrumental) ensembles to give some indication of cross-racial interaction of students. These enrollments were recorded by the Student Information System and were collected during the 2006-2007, 2007-2008, and 2008-2009 school years. The categories used were white, black (non-Hispanic), American Indian or Alaskan Native, Asian or Pacific Islander, and Hispanic. The percentages for each category were then combined to formulate the sub-total non-white percentage. White students and international students were tallied separately. For athletics, the percentage of non-white students participating totaled to 6% while 87% of the athletes were white, non-Hispanic students. One percent of the participants were international students. In regards to music, over the course of the three school years, the cumulative percentage for non-white students was 4%. For white, non-Hispanic students and international students, the percentages were 90% and 1% respectively.

Administrative Initiatives

As previously stated, the practice of creating a more diverse campus includes bringing people together of different backgrounds, including race, ethnicity, sexual orientation, religion, and socioeconomic status. To gauge current administrative initiatives, we spoke with individual administrators whose positions have a major impact on the diversity at St. Olaf. These administrators included President David Anderson '74, Assistant to the President for Institutional Diversity Bruce King, and Provost and Dean of the College Jim May to gain an overarching perspective of diversity initiatives and to understand the administration's diversity goals. In addition, we met with Vice President and Dean of Enrollment Michael Kyle '85 to understand how diversity is achieved in the makeup of each class year. Finally, we spoke with Vice President and Dean of Students Greg Kneser and Multicultural Affairs and Community Outreach (MACO) Director Bill Green '77 to gather information regarding the impact of administrative diversity initiatives on student life at St. Olaf. While administrators provided a perspective regarding administrative initiatives, we also spoke with senior faculty members to gain insight into the results of previous efforts to increase diversity at St. Olaf College.

In speaking with these administrators, we found that the focus of increasing specific areas of diversity is varied depending on the administrator's position. However, the administration does have wide-reaching initiatives to recruit and retain a diverse faculty and student body.

Before asking administrators for specific diversity initiatives in their areas of expertise, we felt the need to discover if a cohesive definition of diversity was present throughout the administration. In all of our interviews with administrators, racial diversity was heavily emphasized. Moreover, the administration favors creating a heterogeneous community where anyone from any background feels comfortable to contribute and flourish at St Olaf. As Bruce King mentioned, a diverse campus should be one that is "reflective of larger society" which therefore better prepares students for their interactions in a global community. While all administrators agree the multicultural composition of the college is integral to the definition of diversity, less emphasis is placed on other factors such as socioeconomic status, religious and

cultural identity, and sexual orientation because they result from pursuing a broader multicultural student body, according to St. Olaf's administrators.

Although students attend St. Olaf for a myriad of different reasons, the primary focus of a student's time at St. Olaf is experiencing a rigorous academic learning environment. Therefore, we chose to look at diversity within the faculty, for it is members of the faculty who provide the knowledge for this academic environment.

Department chair and Professor of Religion Anant Rambachan stated, "Now is the most aggressive effort" he has seen to diversify faculty and the student body during his tenure at the college. One of President Anderson's most notable accomplishments, according to Rambachan, is his commitment to diversifying the faculty without compromising the quality of the academic environment.

The recruitment process for new tenure track faculty is intentional in its efforts to find potential diverse candidates. In speaking with Dean May, he explained the process begins with job postings in academic forums, targeting a larger and more diverse pool of quality candidates. To achieve this goal, the job posting can be written in a way that encourages diverse candidates to apply, and is then posted across the nation, specifically in areas where there are larger percentages of diverse potential faculty. The original pool of applicants generally starts at 100-200 candidates depending on the popularity of the position. The pool is then narrowed down to 10-20 individuals who are contacted for further evaluation. At this point, the administration checks this smaller pool for diversity, to encourage one that is representative of the diversity in the specific field of study. After telephone interviews and further review by a hiring committee, the pool is narrowed to three or four final candidates. Once again, the composition of the pool is checked again to encourage diversity. The finalists come to campus for further interviews with administrators, faculty, and students. Finally, the best candidate for St. Olaf is chosen, regardless of diversity. Yet, by checking the diversity of the applicant pool at various stages, the probability of hiring a diverse faculty member increases. This process is a deliberate effort by the administration to increase diversity among the faculty. The result of this intentional effort is that of the new tenure track hires for 2009, five out of ten are considered to be from diverse backgrounds.

As another initiative to attract international scholars, St. Olaf aids potential international faculty in the work-visa process. By creating the possibility of work for scholars from other countries, St. Olaf College opens its doors to a completely new field of quality candidates. The initiative allows departments to target specific areas of interest, such as bringing in a professor from Ghana to teach African history.

According to Dean May, one major challenge in the recruitment and retention of diverse faculty at St. Olaf is the location of the college. As a small, rural community, Northfield likely differs from where diverse candidates are accustomed to living. Many report feeling out of place and wanting to see people of similar backgrounds. This issue detracts from the number of applicants and how long a new hire actually stays. Yet, as the greater community continues to diversify, it is hoped that diverse faculty will feel more comfortable. According to Dean May, the next ten to fifteen years are integral in diversifying the faculty. Within this period, many current faculty members are retiring, creating an opportunity to hire a new diverse faculty.

To examine administrative initiatives to increase diversity within the student body, we broke the issue into two related categories: the recruitment of a diverse student body and efforts targeted towards aiding and retaining these diverse students. St. Olaf, according to Bruce King and Michael Kyle, is actively recruiting underrepresented areas of the student body. The most actively recruited students are multiculturally diverse individuals from the United States, especially African Americans. As a part of this effort, the admissions office is currently targeting communities that are not familiar with St. Olaf, and providing them the opportunity to hear the message of St. Olaf's welcoming community.

Norwegian immigrants founded St. Olaf College, which lends support to the college's diversity initiatives, according to King, and enables it to reach out to minority and immigrant communities. As St. Olaf becomes an increasingly national college, it is broadening its scope of recruitment outside of the upper Midwest. Specific states for recruiting new students include California, Florida, and Texas, all of which have exceedingly diverse populations. Thus, by targeting these areas the college is achieving two goals at once, both becoming more nationally represented and recruiting a more diverse student population. Another strategy is to reinforce St. Olaf's image as a college of the church. This strategy includes actively recruiting students from ELCA churches in areas that are not familiar with St. Olaf but who can contribute to the Lutheran tradition while also enhancing the multicultural diversity.

A further initiative to increase the number of first generation college students, those of low socioeconomic status, and individuals who are multiculturally diverse is St. Olaf's participation in the federal TRiO program. TRiO provides scholarships and funding to make it possible for underrepresented students to attend St. Olaf. When a student is admitted through the TRiO program, they are then eligible to receive additional support through Student Support Services (SSS), which will be discussed below.

When setting goals for the makeup of a class, diversity is just one attribute of many considered when accepting students. According to Dean Kyle, other areas of consideration include whether candidates are from outside the Midwest, Lutheran, legacy students, musicians, top scholars, and/or athletes. However, every student accepted must demonstrate capability for success at St. Olaf regardless of his or her ethnic background. Additionally, the top 50% of applicants are accepted regardless of financial needs. When deciding between two equal applicants in the bottom 50% of the pool, however, the one who can afford St. Olaf without financial aid may have a better chance of being accepted.

Once diverse students arrive at St. Olaf, a series of networks are in place to help integrate them into the community. Current programs to help with the retention process include SSS and MACO.

As mentioned above, SSS is part of TRiO and according to its mission "is designed to help ensure academic success for St. Olaf students who meet federal eligibility guidelines and are committed to enhancing their academic experience at the college level." This program includes, but is not limited to, academic advising, financial aid advising, cultural events, leadership activities, and the Summer Bridge Program. These facets of SSS are all designed to aid students who, because of their

background, begin with a disadvantage in achieving their fullest potential as a student at St. Olaf.

According to the mission of MACO stated on the St. Olaf website, MACO is "working with the entire community to achieve a heightened awareness and appreciation of cultural, social and ethnic differences." Included under MACO is an array of student-lead organizations for diverse students. These programs include Celebrate South Asia, Cultural Union for Black Expression (CUBE), Diversity Celebrations Committee (DCC), Harambee, Hmong Cultural Outreach (HCO), Karibu, Korean Cultural Association (KCA), Muslim Students Association, Presente, Talking Circle, and Vietnamese Organization Inspiring Cultural Engagement (VOICE). While these programs are student-led, they fall under the auspice of MACO, led by Bill Green with support of other staff members, and are continued with the goal of encouraging diverse students to become active participants in the St. Olaf community, celebrating and sharing their heritage. Furthermore, these organizations provide educational opportunities for all students allowing them exposure to unique cultural experiences.

Student Perspectives

In seeking out student perspectives on the topic of diversity at St. Olaf, we aimed to provide a point of comparison between the tangible aspects of diversity on campus and how they are manifesting themselves in student life. We decided to target a group of individuals who would have the most insight on the subject, and thus our first step was to organize a round table discussion with leaders of diversity-related organizations on campus. The organizations represented at the discussion included the Gender and Sexuality Center; GLOW (Gay, Lesbian, or Whatever!); St. Olaf Society of Atheism, Non-Religion and Agnosticism (SANRA); Interfaith Conversation; Chinese Culture Club; Harambee (the umbrella group for the multicultural organizations on campus); Team Tibet; Presente (Latino culture group); Diversity Celebrations Committee (DCC); Korean Culture Association; Celebrate South Asia; and Muslim Student Association. From our discussions, we identified some central issues and used these to drive subsequent, more intensive interviews with various other leading diverse figures on campus.

In addition to anecdotal evidence, we also consulted Institutional Research and Evaluation (IRE) to examine previously conducted surveys on the subject for relevant data. Our collaboration with IRE will continue in the spring when we will generate a new, focused assessment of the current student body in regards to the key issues surrounding diversity at St. Olaf that we identify in this report.

An important distinction that became immediately clear in our interactions with multicultural students and the leaders of multicultural organizations was that between the labels "diverse" and "multicultural." Leaders fear that many students and administrative officials consider the two terms synonymous and wanted to clear up any confusion. "Multicultural" is a much more specific term, taken to refer to race and ethnicity. "Diversity," a broader term, encompasses race and ethnicity with other differentiable characteristics. Diversity, to these leaders, indicates more about background. They are also quick to point out the difference between domestic and

international diversity, suggesting that such distinctions are vital to understanding the different aspects of diversity on campus. Multiculturalism plays a significant role in perceptions of campus diversity because it is a very visible component of diversity. Leaders talk about the importance of “seeing” a change in campus diversity, a change that requires an increase in multicultural diversity. St. Olaf’s efforts at increasing diversity on campus seem wasted if such efforts do not simultaneously correspond to an increase in visible, multicultural diversity. St. Olaf can seem to lack variations in color; a fact that students readily recognize and hope is in the process of changing.

Given the current multicultural composition of the St. Olaf student population, however, a primary concern of many multicultural students is active engagement, or lack thereof, in multicultural events. Multicultural leaders have frequently been frustrated by poor student attendance of hosted events as well as poor participation in activities. Leaders note that only multicultural students generally attend such events and that the general student population rarely takes part. Although such interactions encourage a fostering environment for multicultural and international students, leaders of such organizations fear that they are not always effectively reaching the greater student population. Kyla Riley ’11 and Tiffany Cunningham ’12 agree that improvements have been seen over the past couple of years. A newly implemented campaign for advertising among more of the student body has demonstrated promise. More students are expressing interest in multicultural organization-hosted events and are more actively participating in the events while in attendance.

An interview with Daniel Plunkett ’10, former SGA Diversity Celebrations Committee chair and current Student Activities Committee chair, revealed many of the same reactions. He agrees that it is generally only those students who have a previous interest in a club, activity, or group who become involved.

Something the leaders of the multicultural organizations noted is hesitancy on the part of other students to act beyond their comfort level. Leaders are making efforts to reach the larger student body, but they feel that those efforts are not being reciprocated. The door is open, they say; students simply need to walk through it. Multicultural events are hosted with the specific intention of broadening students’ experience with other cultures. These desired effects, leaders fear, have been lost on the attendees of their events. Some of the leaders of other diversity organization, however, offered a different perspective. They claimed that multicultural events may seem exclusive and that do not feel welcome to attend the events despite the “open invitation.” Although the opportunities are available to participate in multicultural events, it seems that some students are reluctant to fully engage.

Multicultural leaders we spoke with also sensed a lack of support on the part of faculty and administration. Although leaders feel that faculty and administration support diversity initiatives, they do not find a translation of this to participation in their events. They recognize the impossibility of faculty and administration attending every event, but still would appreciate any such display of interest. They commend the efforts of some professors, who offer extra credit to their students for attending such events, recognizing the importance of these events to the goals of a liberal arts education. In addition, multicultural leaders lamented the poor quality and quantity of classes and courses of studying emphasizing diversity. Although St. Olaf sponsors an

American Racial and Multicultural Studies (ARMS) major, students find class options to be sparse and are often unaware of the opportunity to study in such areas. Many students are not aware of studies focusing on diversity, such as the ARMS program, Asian Studies, Hispanic Studies, Latino Studies, Middle East Studies, and the Africa and the Americas concentration, feeling that they are not sufficiently advertised to the student population. Although diverse courses of study are in place, multicultural leaders would like to see them strengthened and promoted.

One solution to this issue seems to lie in the diversity of the faculty. Multicultural leaders find there to be a want of diversity in the faculty and administration. They recognize the significant steps the college has taken in regards to this issue, but see the problem as far from solved. The appointment of Dr. Anant Rambachan, a Hindu, as the chair of the religion department was a remarkable step. Similarly, the appointment of Bruce King to the president's cabinet as the Assistant to the President for Institutional Diversity presents a promising stride. However, multicultural leaders hope to establish such diversity throughout all disciplines at the college. The opportunity to be taught by diverse faculty may improve St. Olaf's quality of education in a number of ways. Multicultural students hope for faculty with whom they can more easily relate and who may share similar backgrounds or histories. This would be a source of comfort to students who are in the minority, particularly if such diverse faculty may act in a mentoring capacity to students, giving them a positive sense of identity. In addition, diverse faculty can offer an increased incentive to learn, not only for multicultural students, but for all students, who can benefit from learning a more diverse perspective. A primary tenet of a St. Olaf education is to become a "global citizen". What better way than through instruction by those who understand the nature of a "global education"?

A large obstacle to the presence of multiculturalism and the expression of diversity on campus is St. Olaf's historical reputation. The college is recognized throughout the country as a Christian-Lutheran institution of primarily Norwegian heritage. It is a reputation that the college has embraced and continues to project in its modern operation. Nevertheless, it recognizably clashes with the relatively new goals of diversity in higher education. The college is simultaneously seeking to retain its historic image, while expanding to include groups that lie outside its historic composition. It is a difficult balance to achieve, and one multicultural student leaders feel is, as of yet, unrealized. They sense that St. Olaf is in a time of transition, struggling to identify how it wishes to present itself in this world of new ideas and new standards of diversity. They fear that the college may be wavering in its dedication to the expansion of diversity, understanding what toll it may take on the college's historical reputation, but they urge the administration to push on to a new phase in St. Olaf's history.

Recommendations

In our interviews with students, administrators, and faculty members, we uncovered four areas of focus for the future. Although each of these themes identifies an area for improvement in the college's diversity initiatives, they do not indicate a need for St. Olaf to radically re-envision its strategy. Instead, these themes suggest

that faculty, administrators, and students are largely in agreement about the importance of diversity to the life of the college and the efficacy of its diversity initiatives. In general, we found a broad consensus challenging St. Olaf to:

- Promote its diversity initiatives more visibly so that the wider community is aware of not only the recent growth of diversity at St. Olaf, but also its centrality to St. Olaf's mission and identity.
- Encourage increasing diversity on all levels on the college. The college affirms that diversity is central to St. Olaf as an institution, and consequently, diversity and multiculturalism ought to be increased not only among the students and the faculty, but also among administrators and the Board of Regents.
- Create a culture of leadership among the Board, administrators, and students that seeks to embrace and encourage diversity and multiculturalism.
- Establish a concrete strategy for diversity, accompanied by measurable goals.

These broad themes call for specific action from the Board of Regents, especially in its role as the leaders of the college. Students, administrators, and members of the Board recognize the importance that the Board continue to commit itself to increasing the college's endowment. This has long been a central focus of the Board's discussions, and it promises not only to ensure the financial health of the college, but also the availability of scholarships and need-based financial aid necessary to help students of lower socioeconomic status attend St. Olaf.

In addition to this commitment to increasing the endowment, the Board should continue to assert a constructive place in the college's leadership by incorporating diversity within St. Olaf's strategic plan in a concrete, prominent manner. Although contingencies may make it difficult or undesirable to develop specific targets for diversity initiatives, it is important that St. Olaf's goals be clear and measurable. In "The Next Ten Years," President Anderson outlines many concrete objectives for diversity at St. Olaf, including the geographic reach and racial make-up of the student body. These promise to be a sound foundation for the Board and the administration to develop clear goals for diversity at the college. Also, the Board should continue to embrace diversity in its own membership by giving serious consideration to candidates from diverse backgrounds for Board membership as vacancies arise.

The general themes outlined above also call for a number of actions to be considered by the college's administration. These include:

- Participation in diversity events by high-level administrators, as well as members of the staff and the faculty. Student leaders recognize that administrators and faculty have demanding schedules that may preclude participating in diversity programming, but in our interviews, student leaders expressed that they would appreciate such visible support.
- Continue efforts to increase diversity among the student body and the faculty. Although there is debate among students about the effectiveness of these initiatives, their impact has been noticed and many appreciate them.
- Utilize the strategic planning process to articulate the harmony between the college's traditions and its direction in a highly public way. Although several

administrators argued that there is no inherent conflict between the college's Lutheran-Norwegian identity and its diversity goals, many students we spoke with voiced concern that these aspects of the college's mission are dissonant.

- Promote diversity initiatives in a highly visible way, especially through the college website and admissions materials. This may include a prominent link on the St. Olaf homepage to diversity-related material, multilingual options on the St. Olaf website, and a page dedicated to diversity initiatives at the college.
- Expand and promote curriculum related to diversity, including the American Racial and Multicultural Studies, Africa and the Americas, and Asian Studies programs.
- Develop and implement a new study on the campus climate and the current state of diversity at St. Olaf.
- Encourage outreach to diversity in nearby communities, especially Minneapolis and St. Paul. This may include a stipend for faculty who desire to live in areas of diversity in the metropolitan area or providing busing for students and faculty to participate in multicultural events.

The Student Government Association (SGA) also has opportunities to help diversity flourish at St. Olaf. First, SGA should take steps to ensure that students from diverse backgrounds are aware of opportunities to serve within the organization, especially on Senate and in the executive branches. This may entail efforts to encourage a diverse body of students to apply for positions on the executive branches or even requiring branches to incorporate diversity representatives within their membership. Obviously, such changes should be considered carefully, and SGA should seek to involve students representing a wide range of backgrounds, including, but not limited to, racial diversity. Likewise, it is important that leadership within the student government support diversity organizations by attending diversity programming. As with administrators, student leaders must make such attendance a high priority. Attendance at diversity programming could also be promoted through increased publicity highlighting the public nature of events.

Finally, SGA's Diversity Celebrations Committee and other diversity organizations should continue to reach out to diversity-related organizations in Northfield and the greater metropolitan area. As mentioned above, Minneapolis-St. Paul offers a wealth of resources for students and faculty interested in diversity, and SGA may be able to help reorganize some of St. Olaf's transportation options in conjunction with the administration to allow members of the community easier access to these opportunities.

Conclusion

The above recommendations are suggestions in light of BORSC's research and interviews with students and staff; we recognize that they will require careful consideration before they may be implemented. Nonetheless, we wish to underscore that the future of diversity at St. Olaf depends on insightful, engaging leadership and a concrete strategy with measurable objectives. In our research, we discovered that diversity at St. Olaf has a long history that has produced remarkable successes,

especially in the past five years. In our interviews, administrators and students likewise expressed a shared conviction that diversity and multiculturalism must play a central role in the college's agenda, especially as it enters the strategic planning process. Although St. Olaf's diversity initiatives have made progress, they have not been perfect, and leaders of diversity organizations noted an uneasy ambivalence surrounding diversity at the college. Altogether, this observation calls on St. Olaf to establish and pursue challenging goals for diversity. Accompanied by enthusiastic leadership from the Board of Regents, administrators, students, and faculty, a strong commitment by the college to the diversity of its community promises to strengthen and vivify St. Olaf as it moves into the next decade.