

DRAKE UNIVERSITY DIVERSITY AUDIT
Final Report
[\[Summary Document\]](#)

Submitted to: Dr. David Maxwell, President
Dr. Ronald Troyer, Provost

By: Myrna C. Adams, J.D.
J. Herman Blake, Ph.D.
Albert Ramirez, Ph.D.

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A Guide for Readers

When we make reference to the works of others in-text citations are used. The full citations appear in Appendix D. Quoted speech that is cited without attribution is italicized. We make a number of observations that we bring to the reader's attention through the use of italics. Finally, recommendations, those that appear in the text and those that are bulleted, are in boldface.

Diversity initiatives that seek to transform institutional mission, campus policies, and educational practices require time and persistence. Evaluating these activities is no different. Evaluations alone cannot bring about change, but dedicated professionals equipped with sound educational goals, rich data, and consistent guiding principles can make a difference.

—*Assessing Campus Diversity Initiatives: A Guide for Campus Practitioners, p. 35*

I. INTRODUCTION

HISTORY OF THIS PROJECT

Eighteen months ago President David Maxwell created a Diversity Task Force to consider the following issues: recruitment and retention, hospitable environment, and issues of difference and diversity in the curriculum and co-curriculum. The Task Force reported in the spring to the President’s Cabinet and the Institutional Planning and Priorities Committee. Their recommendations were incorporated, with some revisions, into the Drake University *Strategic Plan 2001-2006*.

As stated in the introduction to the Strategic Plan,

Drake University’s mission, vision, ongoing operations, and strategic planning are all informed by a set of core values that, in essence, define who we are—and what we want to be—as a University. It is critical that these core values guide us in the small choices that we make on a daily basis, and in the large choices that we make in crafting the future of the institution—these values determine *what* we do and *how* we do it...

It is important to note that the documents resulting from the planning process represent the culmination of one phase and the beginning of another phase referred to as “the implementation of an infrastructure and an institutional behavior that is strategic in nature, and that manifests itself in an *ongoing planning process*... [W]e must accept and embrace the necessity of a culture of evolutionary change for the health and vitality of the University.”

Drake University's *Strategic Plan 2001-2006* comprises five goals that “evolved from the intensive process of discussion, analysis, and review, combining mandates from the Board of Trustees and the aspirations of the Drake community (faculty, staff, students, boards, alumni, and friends) with initiatives that were identified as necessary for the University to thrive at the beginning of the 21st century.”

Some of the most urgent challenges facing the University listed in the Strategic Plan bear directly on the work of diversifying the institution: “changing student demographics, increasing competition for the traditional student, the changing racial and ethnic profile of America—and of the Midwest, the campus environment and quality of student life, the local environment.” We must also recognize the impact of the other listed challenges—budget, technology, and the philanthropic environment—which indirectly affect the implementation of those recommendations in the Strategic Plan that are designed to create a more diverse, inclusive institution.

CHARGE TO THE AUDIT TEAM

The organizational goals specified in *Strategic Plan 2001-2006* are statements of “what the organization will do to carry out its mission. They derive from the mission and vision statements, and from the challenges that the institution has decided it must address in order to realize the vision.” The mission and vision statements were under editorial review in the document provided the team; we have not yet seen the final version.

Drake University continues to push the boundaries of excellence by challenging students and faculty to adjust to new times and new realities while reaffirming universal principles. Under the leadership of President Maxwell traditions continue, but with an expanded vision. One aspect of that vision relates to diversity and opportunity at Drake.

We were invited by President Maxwell to consider Goal IV and its attendant objectives and strategies; to review Drake's overall understanding of and commitment to *Goal IV: Ensure that Drake students, faculty and staff are able to function effectively as members of diverse local, national, and global communities.*

All of the objectives and strategies proposed were based on the presumption that diversity is “broadly defined to encompass all represented groups including, ethnicity, nationality, gender, disabilities, and sexual orientation.” Four strategies were proposed to achieve the objective of “formalizing” the University’s focus on diversity: (a) create a permanent Diversity Task Force, (b) create a National Advisory Board on Diversity, (c) institute periodic audits of diversity efforts by an outside panel, and (d) appoint a senior staff person to be responsible for diversity initiatives.

We understand that a permanent Diversity Task Force has been created and that a National Advisory Board on Diversity has also been appointed. President Maxwell commissioned a team headed by Ms. Myrna C. Adams, JD, former Vice President for Institutional Equity at Duke University, to conduct the first audit of the programs and proposals for achieving Goal IV of the Strategic Plan and to provide counsel and recommendations for strengthening the University’s performance in achieving its stated goal. The appointment of a senior staff person to oversee diversity initiatives is under consideration. We applaud the efforts of President Maxwell to bring the matter “front and center” of the strategic plan for the future of the institution.

AUDIT PROCESS

The visiting team, whose resumes are appended, consisting of Ms. Adams, Dr. J. Herman Blake of Iowa State University, Dr. Albert Ramirez from the University of Colorado at Boulder, visited the campus for three days November 14 - 16, 2002. It should be noted that this team comprises colleagues who have previously collaborated on projects and programs addressing issues of organizational change in colleges and universities from a multicultural perspective. Our professional lives have been dedicated to achieving academic excellence through diversity of thought, experience, culture, religion, class, race, gender, sexual orientation, physical ability, or any other dimension of human difference. We value the different perspectives that we bring to this assignment. Each member of this team has had broad and deep exposure to administration, academic affairs, and student life in a number of institutional settings.

In preparation for the visit and resultant report, team members acquainted themselves with the University through the Drake web page, relevant reports, handbooks, press reports, and selections from other documents. The most useful information and most valuable experience came from direct contact with a cross section of students, faculty, staff and administrators, as well as distinguished members of the Des Moines community and the Board of Trustees. In order to maximize our exposure and learn as much as possible about the University in this limited time, we each agreed to focus on selected aspects of the institution. In most cases, interviews of half an hour or less were conducted by one person; in other instances two members of the team were present; occasionally, the full team met with one or more individuals. We came to listen, to learn, to support and to affirm the efforts being made by individual students, faculty, staff, and administrators to create and maintain a just and equitable learning environment of high quality at Drake University.

SCOPE OF INQUIRY

From the outset our biggest challenge was to set boundaries to this project. The term “diversity audit” generally encompasses a full fledged institutional assessment; however, the focus of our work was more narrowly defined as “reviewing the strategies proposed by the Task Force for the achievement of the institution’s diversity objectives and evaluating them in the light of our knowledge of current practices and our broad experiences in institutions of higher education.” We could not credibly evaluate the conclusions of a deliberative body of the institution without first becoming acquainted with members of the University community and the environment in which they work.

After considering the institutional implications of any university-wide diversity initiative, we generated a fairly long list of people—by title or role, not by name—to interview during our three-day visit. The list included students and faculty inside as well as outside of governing and leadership bodies, members of the Des Moines community, administrators and staff of the University. We may have been overly ambitious in trying

to meet so many people in such a short time; conversations would be relatively brief with most of our interviewees. Therefore, we do not claim to have conducted a *thorough* study of the institution; instead, we were only able to be in contact with people representing a cross section of the campus community, and to form some general impressions of the University.

EXPECTED OUTCOMES

Resulting from our inquiry into life and learning at Drake University, we expected to be able to:

- (1) assess the relative level of commitment and enthusiasm that administrators, faculty, staff and students have for the diversity vision for Drake as articulated by President Maxwell and as reflected in the Drake University *Strategic Plan 2001-2006*, and
- (2) offer a constructive critique of current and proposed initiatives in terms of their potential for achieving the goal of creating an inclusive learning community that “will insure that Drake students, faculty, and staff are competent to function effectively as members of diverse, local, national, and global communities.”

We present herewith a synthesis of our individual encounters and what we learned from the interactions. This, our final, collective document, summarizes, draws inferences, and offers suggestions for further consideration.

II. CONDUCTING THE AUDIT

IMPORTANT QUESTIONS

From prior communications and an initial meeting with Drake administrators—President Maxwell, Provost Troyer, Dean Wright, Associate Provost Everage, and Professor Allen—we were persuaded that there is at Drake University a core group deeply committed to the goal of delivering an educational experience of exceptionally high quality to a very diverse student population. The questions to be answered by our visit were: Is there an environment of support for a major, long-term diversity initiative as opposed to a more limited diversity program? How will this initiative be carried out, i.e., is there a structure in place to conceive, sponsor, promote, monitor, and enforce those daily practices, institutional policies and procedures that are essential underpinnings of such an initiative? Are there interculturally competent people in responsible positions dealing effectively with issues of diversity within that structure? How do those who may be most affected by diversity efforts, but who may not be key decision-makers, feel about the prospects and possibilities of a more diverse Drake? The ultimate question is: How broad is the commitment to act on the vision expressed in the Strategic Plan 2001-2006 and articulated by President Maxwell?

INTERVIEW SCHEDULE AND GENERAL APPROACH

The team met together with the President, the Provost, Associate Provost Wanda Everage, Dean of Arts and Sciences Susan Wright; members of the Board of Trustees; various student groups, and local members of the National Diversity Advisory Panel. We also conducted separate interviews with members of the faculty, administration and staff. Our visitation schedules appear in Appendix C.

It should be noted that the visiting team had no input into the selection of individuals within each of the groups. Further, we have no idea of how representative these groups are of their broader constituencies. In addition, it is apparent from the numbers in attendance that not every member of each selected group attended the designated meeting. The sampling of opinion, therefore, was neither random nor

representative; however, despite that limitation, we gathered valuable information and insights from our conversations. The purpose of these discussions was to obtain a sense of the Drake community's understanding of diversity in general, and Goal IV of the Strategic Plan in particular. It was felt that such input would be invaluable in any proposed diversity initiative. This definitely proved to be the case; many elements of our proposals follow from what was learned in these discussions.

Our general approach depended upon how familiar the interviewee was with the purpose of our campus visit. Following our informal introductions, we asked about familiarity with the Strategic Plan and with Goal IV in particular. Where there was little or no prior exposure to the content of that document, we would briefly describe it or share a copy of the document, and ask for reactions. We would then proceed to discuss how they might be helpful in implementing the objectives of Goal IV or alternatively, what challenges they felt had to be overcome in order to achieve the principal objectives.

It must be taken into consideration that the following critique and proposed initiatives are based on a three-day visit to Drake. It is possible, and even probable, that some of the following discussion will be limited by our own inexperience with the campus and lack of familiarity with existing programs and initiatives and with past institutional history. Nevertheless, our suggestions are based on what has been done at other institutions as well as our own experiences with these initiatives and strategies. Those who know the institution and its budgetary as well as organizational and academic constraints can best determine the extent to which these might be applicable to Drake.

LEADING THE DIVERSITY EFFORT

The Board of Trustees

The University has a national board of 45 members. We felt it was important to talk to some of them to get a sense of their understanding of and commitment to the challenge of creating a cohesive and comprehensive climate for diversity at Drake

University. Three trustees were expected, however, we were only able to meet with two local members of the Board. They were long-term and generous supporters of the University and the meeting was very congenial. While it is impossible to base a conclusion on just one meeting with a small sample, the meeting did lead to the observation that the Board of Trustees at Drake University is committed to creating a comprehensive and cohesive climate for diversity. They show a willingness to be educated in depth about this challenge and support the campus administration in leading the University to new heights in diversity efforts.

Senior Administration

The commitment of President Maxwell and Provost Troyer is unquestionable. They are a dedicated team championing diversity for all the right reasons. The President articulates the vision consistently and forcefully. When one considers all the work that went into producing the Program Review of the University, while also completing a major fundraising campaign, numerous other current projects—including considerable construction—and the lean administrative staff, one senses that Maxwell is an effective administrator *and* leader. He works extremely hard, and is moving Drake along at an intensely rapid pace. President Maxwell is persuasive, but he cannot and should not be expected to manage the details of the institutional transformation he is leading.

Dr. Maxwell is benefited enormously by having as his Provost Dr. Troyer, whose deep roots in the community and whose history of dedication to the University and reputation for personal integrity are essential to this process. It seems that both men are willing to take on their fair share of the burden out of a sincere belief that diversity has the potential for improving the educational experience and the general welfare of the institution.

We believe their effectiveness in this effort will be diminished unless they are able to create and sustain an organizational structure to develop and manage the process under their direct supervision.

Deans, Directors, and Department Heads

Creating a *positive* environment that helps people to read about, hear, understand, and accept the need to examine every aspect of life at Drake University is no easy task. It was clear from our contacts that a significant number of people are still untouched by the efforts currently underway. *The challenge to the leadership is to make the goal **real** for everyone—beginning with those who will be instrumental in developing a new set of understandings and implicit rules that govern day-to-day behavior on the campus: the Deans, directors and department heads.* Scholars of organizational development have pointed out that the culture of an organization is grounded in the taken-for-granted, shared assumptions of individuals in the organization. Since the goal of this diversity initiative is to make *transformative change*, these are the dimensions that must be addressed through program, policy, and practice.

The academic officers showed considerable commitment to the issue of diversity. However, it did not seem as though everyone is “on the same page” with respect to the initial conceptualization and actual implementation of the Strategic Plan including Goal IV. Deans expressed frustration with not being more successful in their recruitment and retention of faculty of color; some felt their college had made gains in diversifying the curriculum, while others felt they have a distance to go. Whether or not requiring a “diversity course” is a good idea was debated. Members of the Council of Assistant and Associate Deans (CAAD) had so many different perceptions and sentiments about diversity that the group could not reach closure on a definition of the term.

Our concerns began to rise when we learned that new deans had been appointed recently; but none were persons of color. This means that at the level of the senior academic administration of Drake University there is unlikely to be any substantive change in leadership for considerable time, and the University has missed an opportunity to take some bold new action. The major responsibility for success in the recruitment and appointment of faculty of color lies in the hands of the faculty-led search committees. Without respected and diverse faculty to chair or serve on such committees, the prospects

for change at best are minimal. *At all levels of recruitment and appointment of faculty and administrators, there must be new and bold action toward substantive change taken by the Provost, the Deans and department heads.*

What is required of leaders is a willingness to take risks in pursuit of their goals. Certainly strategies must be thoughtfully conceived, well planned, and adequately resourced. But even with these given, there must exist a willingness to step out on a limb, to take personal risk. It is sometimes risky to exercise the fullest dimension of one's authority, to "buck tradition" in order to do things differently. It is also risky to engage in the direct one-on-one "arm twisting" that may be required. In short, it takes fortitude and perseverance, to turn an institution around. We suggest that anyone involved in the administration of Drake University, from the CEO to the line supervisor in the physical plant, must be willing to rise to the occasion, having assurance from senior administration that they will be rewarded for doing so. Further, earnest efforts that fall short must not derail the process. Does the culture of Drake University support risk-taking behavior or are people in positions of authority expected to "play it safe"?

THE FACULTY PERSPECTIVE

Dr. Blake and Dr. Ramirez each met with a number of faculty groups: fourteen junior faculty, including two faculty of color; seven members of the curriculum committee; three directors of various academic programs, nine department chairs as well as several faculty who attended an open luncheon meeting. The purpose of these discussions was to obtain a sense of their perceptions of diversity in general and of Goal IV of the Strategic Plan in particular.

A significant number of faculty had no idea *how* the administration planned to implement the Strategic Plan and how the plan would affect their daily professional lives as faculty. Several felt that none of the goals—particularly Goal IV—would ever be implemented. The resources were scarce and therefore, nothing could be done. Some faculty knew nothing of the Strategic Plan, including Goal IV. In fact, they came to the meeting expecting that the "diversity issue" to be discussed was the "street painting

incident.” Selected comments from these groups reflect the range of responses obtained: *“We need in-depth, research based, sensitivity training”*; *“Show me the money.”* *“Our curriculum is in front of the diversity issues on this campus.”* *“We can’t get the ones we like, so we hire the ones that won’t succeed.”*

Faculty Senate members referenced the program review process as an intense experience to which faculty devoted a great deal of time and during which there was a lot of faculty interaction with the administration. They felt very connected to the administration and knowledgeable about what was going on. Now they say they feel they are not consulted and claim to have little understanding of the Strategic Plan or knowledge of Goal IV.

It is important to note that only those who are profoundly committed to the diversity goal will be prepared to put themselves on the line. In the “Open Forum” one female faculty member exemplified exactly what this means. After taking a deep breath, she described a situation in which a colleague made a very offensive remark about candidates for faculty positions. As she described her encounter with this person, she mentioned several times that she felt herself to be taking a great risk in doing so, but she thought it important that we understand that “this is what happens at Drake”—that this was the behavior that had to be changed.

In addition to what we learned about the climate of the institution, this anecdote prompted several people to ask a structural question—where could one have reported this incident? Who is responsible for addressing this kind of conduct? Of those present, no one knew the answer, but everyone felt that **SOMEBODY** should have responsibility to look into such matters.

In summary, some faculty demonstrated a deep commitment and a broad understanding of the diversity principle in terms of how diversity can enrich the institution academically and intellectually. Others view diversity in terms of numbers and “political correctness”. It was evident from the discussions that if Goal IV is to

become a crucial part of the Drake vision and accomplishment, strategies and initiatives are needed that will support such an effort.

Faculty support is critical. Issues of resource allocation, faculty leadership, and effective communication and interaction seriously attenuate faculty interest in and support for creating a climate for diversity at Drake University. It is possible to create a critical mass of faculty to implement a major diversity initiative, but it will take a lot of work in a community-building manner. The administration will have to work to maintain credibility, create trust, and enlist those profoundly committed to the vision and goals of diversity. *While incentives may be important, personal commitment is of greater value in the long run.*

THE STUDENT PERSPECTIVE

Students of Color: An impressive group of students attended this session. They were Hispanic, Native American, Asian American and African American. Several of them were athletes. Even though their numbers were small (10-12), their spirits were high. We suspect part of the reason is they felt they were being heard by a responsive panel that also “represented” them.

When asked about their concerns, the students spoke eloquently about the way they are singled out in some classes to be the “representative” of the race, or to be all knowledgeable about matters related to minority communities. They felt particularly hurt by this practice because of their small numbers—often the only one in a class. Students also expressed resentment that so many of the minority males on campus were athletes.

In their view these actions send the message that (1) minority students are only interested in and knowledgeable about minority issues and (2) minority males lack the intellectual ability to succeed at Drake except as athletes.

When asked what they really liked about Drake, one student stated they could not answer that question because so many aspects of their campus lives were painful. Others stated they liked the strong sense of community among minority students. While there was some disagreement about this statement, it was generally accepted. What is more, the strong support the students gave each other during the discussion exhibited a sense of community among them.

Students expressed admiration and respect for Dr. Wanda Everage. She was the only person we heard them mention. *While there is no doubt that there are many positive experiences for these students at Drake University, and they have good relations with some faculty and staff, when they gather to speak as students of color, the negative aspects of their campus experiences are very compelling and absorbing.*

In our view, students of color feel devalued—by faculty who single them out, by actions of members of the Drake community that stigmatize them, by an athletic program that places more emphasis on their physical characteristics than their intellectual abilities, and by the feeling of general alienation that characterizes minorities in majority communities. As one student stated, “We don’t want to be a main priority, but we want to be a priority.” [See Blake, Cowan and Saufley, “The Struggles of Minority Students in Predominantly White Institutions”]

Student Senate: There was a good turnout of the Student Senate. It was a lively session, with every member participating and expressing a variety of ideas in relation to diversity initiatives. In general the Student Senate spoke positively about the administration and faculty and their sentiments were unanimous. They stated both administrators and faculty were responsive to student concerns and participated in their programs. Several senators spoke particularly favorably about faculty participation in student-sponsored programs.

Although the senators represented the range of student communities, they stated that Drake students in general were apathetic and tended to give little support to activities and programs. There was a sense that even though the senators themselves made an effort to educate themselves about diversity issues as well as matters related to various constituencies, they did not feel the majority of students had similar commitment to going beyond the boundaries of their specific communities. Indeed, there was some concern expressed about the negative attitudes that existed between some groups—often based on ignorance and stereotyping.

When we pushed them on diversity issues, the students expressed several views, all of them consistent with what we heard in other meetings. With regard to the senior administration, senators felt there was considerable talk about diversity, but they did not feel there was substantive administrative action in support of diversity. They expressed considerable doubt about administrative sincerity. Secondly, senators expressed the view that most faculty do not really care about their diverse backgrounds and are insensitive to student concerns on these issues. With respect to fellow students, they expressed the view that diversity was not a student issue, and with the small number of minority students within the campus community diversity would continue to be a non-issue. They stated that the only place they saw a substantive emphasis on diversity in a way that engaged students was in the residence halls. Apart from these efforts there was no campus emphasis on diversity in general—talk but no action.

Several senators expressed their appreciation for the learning about diverse groups they had experienced at Drake, stating that until they entered college they had very little knowledge and even less experience with diverse groups in their home communities. They were being stretched in their Drake experience and felt they were better prepared to deal with the larger society, but this was not the case with many of their peers because diversity was not a priority in the general student population.

BGLAD. The two senators representing the lesbian, gay and bisexual community are worthy of separate mention. The discussion of their concerns and how they were treated on campus was not only eloquent, but persuasive. In a subsequent meeting with members of BGLAD a number of concerns were reported: *How to deal with older faculty, classroom dynamics, derogatory language, hateful acts, disrespect, and most of all, ignorance.* Ignorance is the most basic problem and it is pervasive among students, faculty, and staff.

The students were very impressive. They were open, friendly, hopeful, and honest. They suggested that Welcome Weekend adopt the theme “What to Expect from Diversity” with the goal of developing *common ground*. Students of color also articulated this goal.

International Students. Our meeting with international students was very informative. Their reported experiences, especially with Drake faculty, are enviable, as is the support they receive from the professional staff of the International Student Center. Why such a different response from the institution? Are African *American* and Latino *American* students perceived to be a **burden** while international students of the same heritage are a **benefit**? We noted how differently the proposed strategies of Goal IV are cast relative to *faculty development, faculty support*, and other institutional arrangements when the topic is global or international. It’s the best evidence we have seen of the tendency to make the diversity initiative peripheral to the most fundamental mission of the University: to educate.

The meetings with students led us to conclude that Drake students present the most favorable prospects for a meaningful effort at shaping the climate for diversity at the University. They seem to be hopeful, willing to be open and cooperate, and learn from each other. However, they appear to move in social and cultural circles that do not interact or overlap in sufficient depth to create new perspectives and meaningful change. We encourage coalition building among the student groups and urge them to find a set of issues/concerns that they could all rally around and work together to resolve.

Community service projects also serve the same purpose if no unifying campus issues can be identified.

Breaking through the social and cultural boundaries will be most effective when the interaction is closely related to the academic program and faculty leadership. The substantive changes needed go far beyond the responsibilities of student life staff. Administrative leadership by example and adequate support is crucial to success in creating a comprehensive and wholesome climate for diversity at Drake.

THE STAFF PERSPECTIVE

Student Life Staff

The Student Life staff are a group quite varied in their responsibilities and in their tenure at Drake. While a number of people have been with the University for many years, others were hired within the past few months. The specific comments of several persons led to the following conclusions stated in order of their significance:

- The Student Life staff is not a community among themselves. There does not seem to be a strong sense of coherence, unity or loyalty between members.
- The Student Life staff does not have a strong link to the faculty or the academic affairs part of Drake University.
- Diversity is a matter of high interest but low priority. Diversity issues are often pre-empted by other issues in their meetings.
- The Student Life staff takes a very passive approach to dealing with students. There does not seem to be a strong sense of creativity or proactive strategies in their work with students. Although everyone talks about “thinking outside of the box” the expression seems to be a meaningless mantra.

In summary, the Student Life staff does not present a very comforting picture in developing a major diversity initiative at Drake University. One did not sense a deep understanding of the task involved, a dedication to pursuing that task, or a sense of

collegiality and coherence that is necessary to implement a bold new diversity agenda. Furthermore, the lack of a strong tie to academic affairs creates an unnecessary division (this may not be the fault/responsibility of the student life staff, but it exists nevertheless).

Staff of Color

Understandably, faculty and students draw the most attention at an academic institution. However, there are 35 staff of color, and the impact of the culture of Drake on their success should be studied. We met with a group of five professional staff. Two issues were introduced for discussion: mobility and retention. Each individual spoke to his/her expectations, satisfaction, and plans for the future.

There will be some “natural turnover” among staff of color because of family considerations, long-term career goals, etc. However, Drake’s leadership can address a number of issues that bear directly on the *rate* of turnover: professional development and advancement (including lateral transfers) and upward mobility, the availability of coaching and mentoring, the visibility and recognition given to those who give good service. Of course, competitive salaries with promotions based on performance are important, but it is noteworthy that the other issues were mentioned in our brief meeting while money was not. This is not to suggest that equitable, market-based salaries are inconsequential; rather, it is to suggest that the *treatment of people, their sense of hope and optimism for the future are critical components of any retention effort.*

It should be the goal of every manager/supervisor to facilitate the advancement of each employee to the maximum feasible degree. And it certainly should NOT be the case that anyone who is viewed as a “go getter” would be constrained and inhibited by the culture of the workplace or the behavior of the supervisor. **We recommend that managers and supervisors be trained to manage diversity effectively. This competency is an essential ingredient of a successful diversity initiative and should be part of the performance review.**

Individuals spoke of really wanting to remain at Drake, but expressed real doubt that they would be given the opportunity to grow into higher-level positions. “I doubt that they’ll give me the chance to...” was said more than once. When pressed to assert their own sense of self-worth and value to the organization, one could sense that they struggled to articulate it; perhaps they struggle to act on it as well. In our view Claude Steele’s work on “stereotype threat” is applicable to black employees as well as to black students. Because their numbers are so few, many individuals of color find themselves in the position of being “the only one” in their workplace. Corporations routinely support, with staff and resources, culturally-based interest groups to assist them in retaining people and in insuring the smooth flow of information to and from the group and the leadership. **We recommend that someone of color be invited by the President to organize an informal network of faculty and staff of color. A number of academic institutions have done the same.**

III. IMPLEMENTING OBJECTIVE 1: TO INCREASE THE DIVERSITY OF FACULTY, STAFF, AND STUDENTS

DEVELOPING AN AFFIRMATIVE RECRUITMENT PLAN

One of the strategies proposed by the Diversity Task Force to increase the diversity of faculty and staff is the establishment of a “five year plan that specifies goals for representation of various currently underrepresented groups...” We concur with the Task Force recommendation which acknowledges that a consistently applied approach to recruitment will be more forthcoming if each department is working from a *plan*. *But a more detailed planning process is required.*

The *Program Review: Report of the President* provides the framework, yet stops short of detailing the “diversity agenda” of each unit reviewed. What is missing at the department level is an ***affirmative recruitment plan*** based on the current demographic profile of each department by job level. Each department head should be called upon to project the number of “hiring opportunities” anticipated yearly for the next five years and

be held accountable for developing the networks, the partnerships, and the recruitment strategies to insure a diverse pool of candidates for those positions. Successful recruitment of people of color cannot begin with the authorization to fill a position!

Data on each unit should be developed by Human Resources and reviewed annually with the department head and his/her supervising Vice President or Dean. Progress in seeking and hiring individuals who are qualified to fulfill the mission and diversity goals of the University as well as the objectives of the hiring unit should be monitored and reported to the President of the University. The degree of certifiable effort required to conduct an *affirmative* recruitment is not likely to be undertaken without a directive from the top—from the unit manager, from the department head, from the division leader, from the President.

Faculty hiring guidelines should be distinguished from and crafted as a separate document from those governing staff hiring. The realities of faculty recruitment are so unique and specific to the discipline that there is little value in including them in the document. Accountability for faculty hiring rests with the Deans and the Provost, not with Human Resources; hence, the search and selection process belongs in the academic area. Someone with an understanding of academic culture and issues should be responsible for working with department chairs to identify long-term recruitment strategies that are appropriate to their disciplines.

The Provost has issued guidelines and Human Resources is developing new recruitment guidelines as well. Voluntary compliance is expected, but until the community internalizes a new set of norms and behaves accordingly, it will be necessary in some instances to exercise the authority to intervene in the search process. The Provost can intervene in faculty searches if he elects to do so. Who has comparable authority over administrative searches? When the process had not yielded a diverse pool of candidates, someone should be authorized to direct that the search be repeated if an analysis of the process reveals that such a step is warranted.

CENTRALIZING OPPORTUNITY AND EQUITY

The Supreme Court's decision in the Michigan cases will have direct implication for all of higher education—public and private. Whether and how diversity can be factored into admission and hiring decisions will be decided. However, many commentators feel certain that, pursuant to our democratic values, there will be no prohibition against special efforts in recruitment with the specific intent to capture as diverse a pool of applicants/candidates as possible. Except in cases of court-ordered preferences resulting from a clear record of past discrimination, affirmative action officers were never empowered to dictate hiring decisions. However, they could legitimately review the search processes used to ensure fair treatment and a full opportunity to compete, and set goals to be achieved over time. Let us assume that those powers will be upheld.

A high-level position, Assistant to the President for Opportunity and Equity, should be created and given responsibility for managing the process of developing five-year departmental recruitment plans across the University. An approach must be centrally designed to achieve a degree of uniformity so that the effort can be monitored and reported on annually to senior leadership, the Provost and the President. The individual in this position will need sufficient experience with ordinary recruitment activity, and the sophistication to contend with the unique circumstances of the various position types and levels in the University, including those governed by union contract. He or she should be resourceful enough to determine how to tap into different ethnic/racial markets. The Director of Human Resources concurs with our view that the position should report to the President.

Clearly the person in this role will need the advice and consultation of a representative body. The Director of Human Resources recommended that the Presidential EEO Committee that previously existed be reconstituted. While we did not have time to discuss its formulation, we concur in general with her recommendation, and we propose to go even further in creating an infrastructure to oversee and manage the diversity initiatives of the University.

In addition to developing and managing the *affirmative recruitment process*, the incumbent in this role could fulfill two other needs which are obvious to us: first is the need to have a place and a person to whom complaints of bias and bigotry, discrimination, harassment, or unfair treatment can be brought and investigated. *If new procedures, new standards of conduct, and new norms are to be established, there must be a “point person” who ensures compliance with the law and with institutional policies.*

The ad hoc response to the “street painting” incident should be replaced by standard operating procedures and designated personnel to administer them. Indeed, the recommendation of the investigative panel that Drake establish a formal complaint process “enabling students and employees to notify the Administration of concerns regarding Security operations...” supports the notion although it does not go far enough. We do not believe that the process should be limited to “security operations.” Further, there was no discussion of what should happen after a complaint is investigated. What sanctions are permissible and under what circumstances? Will there be a separate process for handling classroom disputes and complaints related to behavior and treatment (as opposed to academic content and grades which clearly belong in the academic domain)?

The additional void that needs to be filled involves creating awareness and offering training in the various aspects of diversity. Both are critical to helping the campus achieve a more equitable classroom and workplace environment. While HR can support training activity for staff, the faculty requires a different approach—one that is compatible with faculty culture. The incumbent in this position could complement and support the Provost’s staff by assisting in designing and implementing faculty development programs.

ON THE USE OF SEARCH FIRMS FOR RECRUITMENT

In a meeting with a senior administrator the discussion focused on the use of outside search firms for recruitment. It was reported that two mid-management positions had been filled recently by white (male?) candidates. A search firm had been used in at least one of the searches. Presumably, the search firm had not generated any minority applicants nor had a requirement that the search yield qualified candidates of color been stipulated in the contract. It seemed that it had not even occurred to anyone that such a stance could be taken! An effective system of oversight must be created to insure against or compensate for any such lapse of consciousness.

The use of search firms does not absolve the hiring manager—Dean, Vice President, or department head—from the obligation to identify a diverse pool of candidates. The obligation can be met by (1) selecting the firm that can demonstrate by past performance its capacity and success in bringing a diverse pool of qualified candidates forward; (2) inquiring about the demographics of the firm's workforce; if people of color are not on staff to conduct the searches, inquire as to how they go about finding people of color to recommend; reject those firms that show no promise of being able to deliver; (3) continuing the search process for as long as necessary to identify a diverse pool; (4) developing a personal network and using it; (4) recognizing that the search process is continuous.

STAFF RECRUITMENT

The quickest way to change the face of Drake University is NOT through faculty recruitment, which will necessarily be a long-term process, but through staff hiring. The faces that students encounter during most of the day are on the staff. The absence of people of color in the staff and the administration of Drake University is surprising given its location and the availability of a talented pool of people in the area.

Drake University was described by the Director of Security as “the most urban, most diverse campus in the State of Iowa.” Chief Hansen further stated that “the department has one of the highest minority hiring rates on campus: out of a force of 22, two are black, one is Asian, one is female, and one is Cuban...Custodial also has a high level of diversity. These two departments are carrying the diversity load for the University.”(!) For special events, the Chief of Security regularly hires off-duty policemen from the city of Des Moines. What percentage of them are people of color?

And, what of the secretaries, the accountants, administrative assistants, lab technicians, physical plant operators, and other exempt employees? The report provided by Human Resources was startling; the paucity of people of color in the support areas was remarkable. We were equally concerned that the Admissions and Financial Aid offices with 39 staff have only four people of color. Whether or not they were professional staff was unclear. **Our view is that the most immediate steps to diversify the University should be taken with regard to administrative and staff positions. Individuals currently employed at Drake can be of enormous assistance in the recruitment of people of color for such roles. They can be credible recruiters because they live in the community, know its resources, and the people.**

From what we could see, the institution as a whole is not doing as much as it can in this area. We did note that Sodexo has a better idea of what is needed, and Dining Services Director, Carla Carlson seems to be doing a fine job because she GETS IT. She understands the connection between food service and community building. In addition to being a good model of diversity in hiring, she excels in building relationships across cultures—student culture, staff culture, faculty culture, as well as ethnic and national cultures.

Human resources personnel are well equipped to facilitate staff searches and issue guidance to departments on how best to do conduct them. By developing partnerships and recruitment resources and guidelines for filling staff positions, human resources should provide considerable help to hiring units. The Diversity National Advisory Board

brings extraordinary human resources to the service of Drake University. **We recommend that a committee of the recently appointed Diversity National Advisory Board be constituted to work with human resources. They could be very helpful in reviewing the materials being developed on searches and recruitment; they can offer a useful critique of the documents based on their professional judgments and personal experiences.**

FACULTY RECRUITMENT STRATEGIES FOR THE PROVOST AND DEANS

The demand for faculty of color is presumably very strong and competition is intense. But, it is not as intense as people often think. Although the pool of minority faculty is underdeveloped, studies have shown that it is also underutilized. **We recommend that each department chair be given a copy of the most recent publication *Diversifying the Faculty, A Guidebook for Search Committees, (Turner, AAC&U, 2002)*.** The text is most helpful in illuminating the academic rationale for increasing the diversity of the faculty:

Faculty diversification contributes directly to educational quality. A diverse faculty means better educational outcomes for *all* students. To serve current and future student populations, multiple and diverse perspectives are needed at every level of college teaching and governance. The more diverse college and university faculty are, the more likely it is that all students will be exposed to a wider range of scholarly perspectives and to ideas drawn from a variety of life experiences. The emergence within the last thirty years of new bodies of knowledge can be attributed to the diverse backgrounds and interests of faculty of color. By bringing new research questions and fresh perspectives to the academic enterprise, these scholars create intellectual stimulation for both students and faculty alike. (*Shattering the Silences 1997, Turner 2000*)

Informed by the growing research literature on racial and ethnic diversity in the faculty, this guidebook offers specific recommendations to faculty search committees. It is divided into three parts, mirroring the steps in the faculty hiring process: *Part I: Before the Search Begins* describes the necessary and ongoing campus processes that are crucial

in creating a context within which search committees can be more successful. Essential to this context is the belief that racial and ethnic diversity, along with diversity in lifestyle, sexual orientation, religion, both meets the programmatic needs of the department and advances the mission of the University. During our visit to Drake University, we sensed the need for institutional leaders to create opportunities for communicating the educational rationale for faculty diversity. A few examples illustrate the possibilities:

- Arrange to show *Shattering the Silences: Minority Professors Break into the Ivory Tower* at department meetings, and organize follow up discussions.
- Invite leading researchers who have expertise in the area of faculty diversity to present findings to the academic community as a whole.
- Organize intergroup dialogue sessions with students to discuss their perceptions of the faculty's racial composition and its effect on their learning.
- Offer designated forums or workshops on pedagogy that offer cross-racial and cross-cultural comparisons.

Part II. The Search Process details what should happen during the search to promote success in hiring (and retaining) a diverse faculty. *Part III: After the Search* includes suggested actions to be taken after the search is concluded. An annotated bibliography and several appendices contain valuable information and a check-list of best practices.

The Provost has developed a quality set of principles for deciding open positions. [The document is titled, *Principles for Deciding Open Positions*, and was adopted by the Dean's Council, August 7, 2002] These principles can and should serve as a basis and rationale for the recruitment of a diverse faculty. There are a number of strategies that can be implemented by the Provost in concert with the academic deans that might serve to improve the recruitment of faculty of color. We endorse the Diversity Task Force recommendation that would offer dissertation awards to attract ABDs from underrepresented groups to campus to teach a limited course load while completing their

dissertations. Furthermore, we concur with the idea of hiring exceptional candidates of color when identified, independent of openings. **Our suggestion is that the Provost reserve some of the faculty positions that normally become available each academic year and designate them as “Special Opportunity Positions.”** Utilizing the aforementioned principles as guidance, some of the available faculty slots would be allocated to departments that have already identified an outstanding person of color through a proactive search process, i.e., one in which the department has actively pursued a candidate of choice. Furthermore, **we recommend that these “special opportunity” positions should be used principally to recruit senior faculty of color, either at the associate or full professor level.** These persons might be instrumental in establishing a new program or department or in bringing to an already existing program or department a research/scholarship focus that currently does not exist or that needs to be developed.

We also like the proposal of the Task Force that a position could be used “to create senior visiting professorships to bring accomplished faculty from underrepresented groups to campus for a specified time.” A senior faculty member who is on a sabbatical leave from his/her institution might be interested in such an appointment. This person could contribute to the teaching in a particular department, could be brought in to develop a new program or assist in the enhancement of an existing program.

An open faculty slot could be used to attract senior part-time persons of color from the local community to serve as adjunct professors. One FTE could probably fund two or three adjunct professorships. These appointments, however, should not be used in place of hiring regular tenure-track faculty.

The office of the Provost should initiate a fund to provide incentives and resources to departments that initiate aggressive and innovative recruitment strategies for increasing the diversity of their faculty. Academic units (as part of their own diversity planning) would be encouraged to submit proposals that focus on the development of recruitment strategies for increasing their faculty of color. Such strategies might include: (1) travel funds for attending conferences that faculty of color

usually attend, (2) visits from diverse faculty/administrators serving as consultants to the academic unit in the area of recruitment, (3) special visits, not part of the regular recruitment process, by diverse faculty for potential recruitment purposes, (4) sponsoring/hosting events focusing on recruitment of diverse faculty. Proposals in which the academic unit provides matching funds would be especially encouraged and receive priority.

In our experience, **post doctoral teaching awards have proved to be successful recruitment devices.** For academic appointments, they are required in the sciences and strongly encouraged in the social sciences. A number of institutions have used them successfully.

Finally, **we strongly endorse the development of a plan “to encourage outstanding minority students at Drake to pursue academic careers, with guarantee of employment...at Drake after completion of graduate work at the ABD level.”**

STUDENT RECRUITMENT

It is easy to appreciate the difficult position the admission staff is in. How does one “sell” an institution that is perceived as culturally and visually white to high achieving students (and parents) of color? Our response: Find students of color who might easily fit into the Drake environment. They are most likely to come from small towns, rural communities, or suburban schools. Many have grown up in predominantly white communities and are quite comfortable in a college environment that closely resembles their high school. Until Drake undergoes some of the changes being proposed, retention rates might improve if a closer cultural match between admitted students and the current campus ethos is achieved. (Of course, this strategy might have a negative impact on the football and basketball teams if those students are recruited mainly from urban centers.)

Given the emphasis on student recruitment in the Task Force report, more attention had to be given to the admission/financial aid program. Dean Willoughby graciously agreed to provide more input via a follow up memo. He enumerated the current challenges impeding progress in increasing the ethnic and racial diversity of Drake students: "the lack of faculty and staff diversity; the Des Moines community's view of Drake as insular; perception of Iowa by prospective students and families as lacking diversity; perception of private institutions as white and elitist; economic challenges; lack of focused resources toward the effort of increasing diversity; our competition; University's lack of consistent communication with local minority groups." An examination of those challenges is in order from the perspective of how the admissions operation can address them. We share the view of Drake's administration that the admissions/financial aid operation is critical to the success of their diversity agenda and acknowledge their effort to find additional financial resources to direct to this area.

By addressing these challenges, the University is setting the stage for a more successful student recruitment program. As to how the admissions office might tackle these challenges, **we endorse the Dean's proposal that he "assign a current member of the admission staff with the responsibility to plan and coordinate multicultural student recruitment efforts."** Additional strategies that "could be assigned to the admissions office" include the following:

- Reach out to local community-based programs to develop relationships, provide resources, and identify college-bound students of color.
- Identify and reach out to students of color attending Des Moines Area Community College. Selectively encourage cross enrollment to demonstrate Drake's interest and to help students become more comfortable on our campus so they consider applying as future transfer students.
- Identify select schools and organizations in larger cities and begin to develop relationships, provide resources, and identify college-bound student of color.

- Create greater diversity in our student ambassador group.
- Involve alumni of color to a greater extent with contacting admitted students of color.
- Increase and leverage more scholarship/grant assistance for students of color.
- Establish fund for students of color most in need of assistance with the expense of visiting campus.
- Provide cultural sensitivity training for admission staff on a more regular basis.

Several additional points that were raised during our meeting are worth underscoring:

- “Successful recruiting requires an *institutional commitment to diversity in the curriculum, the faculty, and the staff.*”
- The appeal of the University to prospective students is visual—who do recruits see when they visit?
- The deans and the faculty are needed to reach out beyond the campus with programs and activities for the community, for prospective students and parents to increase their contact and ease their comfort with the University.
- Partnerships need to be sustained over time with *institutional funds* that supplement the budget of the admissions office.

We endorse the suggestions proposed, however, a major concern is the diversity of the staff of the Office of Admissions and Financial Aid. We note again here the importance of engaging diverse people with the issue of recruitment and retention.

RECRUITMENT AND ATHLETICS

To a certain extent, management of an athletic academic support program is a question of achieving balance between institutional priorities and the appropriate level of assistance to be offered the athlete. It has long been recognized that, in order to be

competitive at the NCAA Division I level, many institutions have to make what are, for lack of a better term, admissions “compromises.” That is, a certain percentage of recruited student-athletes—particularly in revenue sports, football and basketball—will not fit the academic profile of so-called “regular” students; their high school preparation, their test scores, their GPA’s may diverge significantly from those of other students. If this is a concession the institution is willing to make in order to be athletically successful, it needs to recognize the ramifications of that decision and the responsibilities attendant upon it.

The Athletic Director is relatively new to Drake University and is eager to build a successful athletic program. A high percentage of the football and basketball teams are African American males—many of whom are not succeeding academically. The University has imposed a stiff academic requirement of 2.0 which exceeds the NCAA requirement and seems particularly harsh for those team players whose season schedule extends over two semesters, i.e., basketball. Inasmuch as a high proportion of the black student athletes are on the basketball team, the institution’s policies will have major impact on the retention of black male students. Our impression is that the Athletic Council is currently reviewing the situation, and we hope that they make a fundamental commitment to the primacy of academic integrity.

The development of a strong support program for student athletes is essential. The ingredients of such a program are relatively straightforward and universal: academic advising, tutoring, monitoring, time management, skill assessment and improvement, personal and social development. While an academic support program must provide enough assistance to ensure that the student can succeed, it must not provide too much support so that the student becomes and remains dependent. *The seeds of academic success are planted when the students are recruited. The expectations and motivation to succeed academically must inform the entire recruitment process and be followed up throughout the student’s career. The burden is on the Athletic Department to ensure that this is the case; otherwise, students are being exploited for the goal of a Division I title. It is necessary to create an infrastructure of academic achievement for all student*

athletes, starting with admission and continuing through graduation. The goal would be to make academic achievement as significant as athletic success—particularly in the more visible programs—especially basketball and football. In our view a strong emphasis on academic achievement with support for minority athletes at Drake could make the University a distinctive and unique place for those with athletic AND academic ambitions.

ACADEMIC SUPPORT SERVICES

We had no opportunity to look into the programs of academic support for students, although we know how significantly they impact the retention and success of all students, particularly at the undergraduate level. The Associate Provost for Academic Services is a position of great importance. However, it seems to be uniquely configured for one individual to take advantage of her personal history, special attributes, and broad acceptance across the institution. Clearly the University needs Dr. Wanda Everage—she is one of a kind—but it is not clear that the University is prepared to make her position a more effective one. The position of Dr. Everage, and her outstanding performance, gives the appearance that Drake University is willing to have this one person carry the responsibility for the success of diversity efforts at Drake, among the faculty, among the administration, and particularly with the students. The critical, but limited position of Dr. Everage leads us to think that Drake means well, but has yet to appreciate the significance of building an infrastructure of diversity for the University, and an infrastructure of academic achievement and persistence to graduation for underrepresented students.” There are additional roles that need to be played by other individuals in order to extend the reach and impact of this one valuable person.

IV. IMPLEMENTING OBJECTIVE 2: IMPROVING THE CAMPUS CLIMATE

The cultures of the organizational units that comprise Drake University are quite different; hence, it is not useful to focus on the University as a whole, but on its major units of organization. The climate in each of the schools, colleges, and major units of the

administration will vary depending upon the leadership, the personnel, the conditions and circumstances under which people work.

AUDITING THE CULTURE OF THE CAMPUS

A host of subtle personal and social barriers can tarnish the educational and social experience of college life. They also limit learning, productivity, and advancement for students, faculty and staff. Because they are so “normal”—simple reflections of the usual ways of relating to people, they go unnoticed—except by those who are “other.” It is critically important that an attempt be made to identify some of the ways in which people of color, people with a physical challenge, people who are gay, face a “chillier climate” than do other members of the University community. (“If a teacher can’t pronounce your name, they skip over you...all the time.” African American student; “I want to move to the next level, to make big contacts *if they’ll let me.*” African American staff member; “I have some ideas about how to make things work better, but they don’t want to hear them *from me.*” African American staff member)

An excellent way to assess how welcoming the campus environment is to students, faculty, and staff is to conduct a cultural audit. Designed to reveal how different groups perceive the overall environment, cultural audits are usually done through written surveys. Focus groups, though a useful device for learning what some of the issues are, do not by themselves provide reliable data. The reaction one gets from focus group questions is a function of who is in the group and the groups are often not representative of the population as a whole. The cultural audit can illuminate specific problem areas on campus, reveal whether some groups are subjected to hostile environments, and measure progress over time. Examples of cultural audits can be found on DiversityWeb (www.diversityweb.org); in *Assessing Campus Diversity Initiatives* (Garcia et al. 2002) and in *Diversifying the Faculty* (Turner, 2002).

We recommend collecting data on how it feels to be a woman, a person of color, an individual with a disability, a gay person and analyze them in more

specific organizational terms. Beyond what has been reported in the Student Surveys, we think it important to conduct focused interviews to draw from “majority” and “minority” members of the Drake community an understanding and appreciation of what it’s like to be a member of a particular sector of the institution. Comparing the responses of the two groups could provide interesting and valuable insights into the true climate of the institution and reveal patterns and pockets that warrant further attention.

Members of BGLAD made it clear that what they find to be most galling is the *lack of integrity* that makes it impossible for gay students to know who can be trusted. “You don’t know who’s safe and who’s not.” Correct behavior is not a sign of acceptance and respect as evidenced by issues that arise in conjunction with roommate assignments, behavior before and following the traditional Drag Show, comments and reactions to the BGLAD booth during new student orientation. The students advanced one goal for BGLAD: to get people to accept responsibility for their actions and words; to be honest and straightforward, but civil. *Education and training on cultural difference, including sexual orientation, will impact the institutional climate at the university if it is appropriately designed for specific audiences and professionally presented.*

Furthermore, we suggest that formal interviews be conducted by outsiders—possibly using local members of the Diversity Advisory Board—with faculty, staff, and students of color who have voluntarily (and involuntarily) departed the University. Their responses to a series of structured interview questions should be compared with those from a comparable group of whites to develop comparative data on perceptions of the ways and means by which the University operates.

Drake University *feels* white because it *is* white. There are significant numbers of people of color throughout the United States today who have grown up in predominantly white communities and attended predominantly white schools. They certainly would not feel out of place at Drake, unless people there, like those at many other places, forget that *minority communities are not homogeneous. College students of color are marked*

increasingly by differences in class, birthplace, prior educational and life experiences. We would underscore the need for admissions officers, in particular, and everyone else in charge of student services as well, including the faculty, take seriously the differences within the groups in designing their programs, organizing their activities and delivering instruction.

WHOSE RESPONSIBILITY IS IT?

Based on long years of experience in many different settings we are convinced that these students are like so many others, even though they view their Drake experiences as unique—and there may be unique aspects of their lives. When underrepresented students assemble and are asked to address their campus lives as students of color; they get caught in the complex dichotomies (for minority women trichotomies, and gay students even more) of minorities in the United States so eloquently described by W. E. B. DuBois in his essay on the “double consciousness” of the American Negro. [See, Souls of Black Folk, pp. 10-11]. These students have two unreconciled strivings warring within them. They seek to maintain their unique identities and the University encourages them to do so. Yet they seek to become a part of the mainstream academic community, where they are identified and often labeled as being different.

This situation leads to a sense of “stereotype threat” as described by the social psychologist Claude Steele. The condition is very real for minority students on every campus—yet there can be no real progress with diversity issues if these conditions are not understood at a profoundly sensitive and intuitive level by faculty, administrators and staff of the University. This is a major challenge of the campus climate at Drake University. The conditions are pervasive, the sentiments are vague and shifting, yet the reality is present in a profound and persistent manner. While incidents like the Phillippe Joseph arrest and campus graffiti will heighten the sense of threat, even under the best circumstances the sense of threat is very real. *The responsibility for resolving the climate issues rests much more with administrators, faculty and staff than with students.*

DEVELOPING AN INSTITUTIONAL CONSCIOUSNESS ABOUT DIVERSITY

As was pointed out to us, it is not difficult to generate a list of *tactics* that the admissions office can use to increase the number of applicants but they will not change the *yield*, nor will they impact retention unless more fundamental institutional changes are made. Along with Provost Troyer and Dean Susan Wright, we also believe that changes in institutional climate are prerequisites for increasing and retaining students, faculty or staff of color.

The crucial question is where to start. We begin by asserting the need to develop more consciousness (not simply awareness) about the diversity initiative being undertaken, which will influence the attitudes and behaviors of every member of the Drake community. *The goal is to develop competence, confidence and commitment in a group of people spread across the institution. The initiative needs people who are capable of responding to questions, resolving doubts, advocating, and leading.* Local members of the Diversity Advisory Board can be very helpful in this regard and should be included along with Trustees, whenever possible.

How then, will this new consciousness be developed *across* the University? It will be inspired by personally involving members of the Drake community as participants in this change effort in as many of the developmental stages as possible. Leaders in the ranks of students, faculty and staff must be willing to go out and meet with people, to learn about their concerns, to accept where they are currently in their thinking, and to help them take the next step toward understanding. It is important to remember that people are always more receptive to new or somewhat controversial ideas if they are not made to feel incompetent or are blamed for their ignorance. *The point to be underscored is that achieving Goal IV is a mammoth undertaking that requires the collaboration of committed individuals from all sectors of the institution.* **We recommend that the Task Force, in tandem with the campus leadership group described above, constitute the**

core group that moves across the campus gathering followers, building support and momentum.

Query: Does the organizational culture of Drake University encourage and reward honest requests for assistance in managing the changes proposed? How are those who know *what* must be done, but admit to not knowing *how* to do it regarded by their colleagues? What help is available to them? Have internal “experts” been [self-] identified and mobilized to assist in this effort?

One example: At the University of Illinois at Chicago, the Chairpersons of Women’s Studies and African American Studies co-sponsored bi-monthly brown bag lunches to which faculty from all departments were invited to discuss the intersection of race, gender and class in the classroom. The faculty brought in materials, articles, or studies for the group to read and discuss over lunch. Senior administrators were not included and provided no input into the program except that the Affirmative Action Office sponsored and paid for, an end of the semester luncheon for participants. The organizers knew that the culture of most departments actually *penalized* faculty who openly acknowledged their difficulties in confronting diversity in their classrooms. Hence, it was essential that any effort to really address classroom dynamics had to be undertaken *by* faculty *for* faculty.

A capstone event should be organized to recognize those who are doing good diversity work on campus or in the community, to highlight relevant scholarly research being undertaken by faculty, and to impart some valuable information from a distinguished scholar in the field at the same time. Such events generate enthusiasm and allow diversity work to be experienced as positive and even as FUN.

CREATING A DIVERSITY INFRASTRUCTURE

Every unit of the organization should be required to develop a “diversity initiative.” Several individuals with whom we met endorsed the process by which the Program Review was conducted as a good model for a “Diversity Review.” Clearly the

same distinguishing characteristics of the year-long effort that culminated in the Program Review are equally valid for this purpose:

The diversity initiative must be “(1) *mission driven*—relevance to the University’s mission and goals [will be] a primary criterion in the evaluation of each program; (2) *strategic*—decisions regarding individual programs [will be] made not only on the basis of internal factors and/or short-term needs, but on careful assessment of external conditions and long-term trends, positioning the University to manage change, and to address future demands and challenges; (3) *comprehensive*—every single aspect of the University’s operations [will be] scrutinized in the course of [Diversity Review]; (4) *contextual*—each individual program or operation is examined in the context of its connections (current or potential) to other parts of the University; (5) it demands *prioritization*—[Diversity Review] requires that the institution prioritize current and anticipated programs by assessing their relative importance to the University’s mission and goals; (6) it is *community-driven*—the [Diversity Review] Initiative [will be] designed, implemented and carried out by elected faculty/staff/student committees, with considerable engagement by the Board of Trustees and the University’s alumni and friends around the country.

An infrastructure needs to be created that will support, operationalize and implement Goal IV. As was heard in a number of our discussions, a significant part of the Drake community feels detached from the diversity initiative; it does not affect them operationally and does not relate to them programmatically. Those who best know the institution can best determine what this infrastructure should look like. There are, however, some critical elements that the infrastructure should contain.

First, Goal IV, *Ensure that Drake students, faculty, and staff are able to function effectively as members of diverse local, national, and global communities*, needs to be embedded within a structure that ties it more directly with the other goals of the Strategic Plan in order that it not be perceived as peripheral. A case must be made regarding its inter-connectedness with all goals, but particularly with Goal I, *Ensure the excellence, currency, and appropriateness of academic programs*, and with Goal III, *Recruit and retain faculty and staff of the highest quality*. It must be made clear to the Drake community that the activities discussed above as part of the diversity plan are not just “diversity” activities, they are “academic excellence” activities.

Second, there must be a review process. Such a process is fundamental to the monitoring and assessment of each academic unit's plan. The review process needs to occur at each tier of the institution--at the department level, the college, school or administrative unit--with the ultimate "seal of approval" coming from the office at the head of this infrastructure.

Third, each and every person at each administrative or academic level is able to feel involved, to take ownership in the process, particularly in the articulation of their unit's diversity plan.

Fourth, rewards and incentives for achieving diversity goals and engaging in diversity-related activities must be offered.

Finally, what is being proposed here is an organizational structure for overseeing the implementation of the Strategic Plan, integrating Goal IV with each of the other goals and being connected to all parts of the University's operations in one unbroken reporting structure.

We recommend that each primary unit (department, program, center, institute) form a *departmental diversity committee* from among its members, the purpose of which is to develop and monitor the departmental diversity initiative, and to provide progress reports to its supervising level, which in most cases will be the dean or Vice President. The department will be expected to provide *financial support* for its diversity initiative; however, additional funding may be requested from the Dean, or the Provost, or a Vice President who presumably will also have a diversity initiative fund to apply to the college-wide effort.

The college or school will also form a *college diversity committee* from among the members of the college. The college diversity committee will develop and monitor the college diversity initiative, review the diversity initiatives from the primary units

within the college, and provide progress reports to the next supervisory level, the office of the Provost. The college diversity initiative committee will be responsible for seeking funds from within the college to support the college diversity initiative; it may, however, seek additional support from the Provost's diversity initiative funds.

The office of the Provost will have a Provost's diversity initiative committee.

The Provost's committee will develop and monitor the Provost's diversity initiative, review the diversity initiatives from the primary units and the colleges, and make recommendations to the Provost concerning support and funding for the departmental and college diversity initiatives. *The responsibility for the Drake University Diversity Initiative will reside in the office of the Provost.*

Each unit comprising the Drake University Diversity Initiative should have a clear understanding as to what its diversity objectives are and how it prioritizes these objectives. Using Goal IV as the foundation, as well as the discussions with faculty, students, and administrators, it is evident that the diversity objectives for the institution are as follows (not listed in rank order/ the rank order should be determined by the unit that is developing its diversity initiative):

- Recruitment of a diverse undergraduate population
- Recruitment of a diverse graduate and professional student population
- Retention of diverse undergraduate students
- Retention of diverse graduate and professional students
- Recruitment of diverse faculty
- Recruitment of diverse staff
- Improving departmental climate / as it relates to diversity
- Teaching and learning / as it relates to diversity
- Curriculum / as it relates to diversity
- Scholarship and research / as it relates to diversity
- Classroom experience / as it relates to diversity
- Retention and development of diverse faculty
- Retention and development of diverse staff

Each unit within the Drake University Diversity Initiative, from the primary unit to the Provost's office, should rank order the diversity objectives based on need and importance to the unit. Each unit should (1) develop and implement a set of activities designed to address each designated objective; (2) indicate and identify the resources required to carry out each of the activities for each of the designated objectives; (3) establish target dates for carrying out the activities; (4) designate the responsible person(s) for the implementation of the activities; (5) develop monitoring and evaluation procedures for each activity within each of the diversity objectives. Finally, the diversity initiative progress report developed by each unit, from the primary unit to the Provost level, should provide information as to how it addressed each of the above components.

SUMMARY OF PROPOSED DRAKE UNIVERSITY DIVERSITY INITIATIVE

The Drake University Diversity Initiative as discussed above is an interrelated and interdependent initiative that can serve as a guideline for implementing objectives and strategies for diversity, and for going from “planning” diversity to “doing” diversity. It is an initiative that involves the entire campus community, and that provides an organizational structure for collaborative and cooperative engagement as it relates to diversity. The proposed initiative will have a direct impact on campus climate. There is no question that the implementation of activities such as the ones discussed has the potential to transform the campus climate.

The components of the diversity initiative can be illustrated in a matrix. The matrix is one that can be utilized by a primary unit, such as a department, and by each college or school, as well as the office of the Provost, as a guideline for developing its own diversity plan. It appears in Table 1.

The matrix lists 13 diversity objectives, not all of which are applicable to every unit. Other objectives can be included. The critical feature, however, is that each unit, whether it be an academic department or a college, or the Office of the Provost or President – following the spirit and the vision encompassed in Goal IV –develops its own

set of diversity objectives, and rank orders these objectives. In order for this process to work, it is essential that every member of the primary unit be involved in the determination of its objectives, and that the primary unit decide the process to be used in carrying out these objectives. Ownership is critical!

For each objective, activities are developed that are indicators of the objectives. These activities are articulated in the “Activities” column of the matrix, and should be ones that are observable and measurable. What are the resources - - including time – that will be required for carrying out each of the objectives? What is the time-frame for completing these activities–the target dates? Benchmarks and milestones can be used to track this process. Who is the person(s) primarily responsible for seeing that these activities are carried out? And, finally, what is the monitoring and evaluation process that will be utilized in order to assess the outcomes? Each of these elements of the matrix can be listed in the respective column of the matrix, although in reality they obviously will necessitate more space and description.

Table 1

Components of a Diversity Initiative

Diversity Objectives <i>(Each unit does its own rank order)</i>	Activities	Resources Required	Target Dates	Responsible Person(s)	Monitoring & Evaluation/Procedures
Recruiting an undergraduate population					
Recruiting a graduate & professional student population					
Retention of undergraduate students					
Retention of graduate & professional students					
Faculty recruitment					
Departmental climate					
Teaching and learning					
Curriculum					
Scholarship & research					
Classroom experience					
Retention and development of faculty					
Staff recruitment					
Retention and development of staff					

ACADEMIC CLIMATE

We can study climate in terms of the level and quality of intergroup relations (and the students gave us some comments about that). We can also view climate in terms of education and scholarship which include: *the presence of diversity related courses; the degree to which courses include diversity issues as part of general education, electives, and major fields of study; the level of faculty expertise on issues related to diversity; the level of faculty participation in diversity related efforts, and the diversity of the faculty participating; the level of student exposure to diversity courses and diverse faculty; and student learning outcomes.* (Garcia, et al p. 33)

The following recommendations relate to faculty diversity and academic campus climate. These activities are not meant to be exhaustive, but are suggestive of some of the strategies that can be implemented to create change. The recommendations will focus on four diversity objectives: faculty recruitment, faculty retention, curriculum, and scholarship and research.

Faculty Retention

The activities recommended and discussed in the “Faculty Recruitment Strategies” section (p. 23) also have an impact on faculty retention. Faculty of different backgrounds, orientations, or perspectives are more likely to be retained in settings in which there exists a critical mass of like scholars. Senior faculty can mentor junior faculty, and assist them in their professional development. Successful faculty retention, in turn, helps in the recruitment process, since faculty of color are more likely to go to institutions that have a good track record in the area of retention. A number of faculty retention objectives can be developed as part of the Provost’s or President’s Diversity Plan. The following are recommended as possibilities:

Develop and implement a *Junior Faculty Mentor-Mentee Program.* The purpose of this program is to develop mentoring relationships among the newly recruited faculty and the more senior faculty. The Provost’s office will arrange the initial meeting. After that, the two will meet as needed. The role of the mentor is to provide information

and strategies that will assist the mentee in his/her understanding of the reappointment, promotion and tenure process, and the standards utilized by the institution in each of these evaluative processes. The mentor also provides the mentee with techniques and strategies that will help in teaching, research and scholarship.

Develop and implement a *Faculty Luncheon*. The luncheon is funded out of the Provost's office. The faculty meet for lunch on a monthly basis throughout the academic year. The luncheons are structured in such a way that they: provide an opportunity for new faculty to meet and interact with senior faculty; establish a social support system; provide a pleasant atmosphere that also serves as an informal orientation to the university; provide an opportunity for senior faculty to share their research and scholarly areas of interest with their colleagues, particularly with the new junior faculty of color, and vice versa; and provide faculty of color the opportunity to hear about and discuss issues important to their development as faculty.

Curriculum

To expand the curriculum in the area of ethnic and cultural diversity, the Provost will provide special funding to support the development of new course offerings. Proposals will be solicited from the entire faculty. They must include an indication of support for such a new course by the Chair or Dean, as well as some indication that, once approved by the appropriate channels, the course will become part of the regular curricular offerings of the department and will be offered at least once every two years. A general description of the proposed course and a rationale as to how it will contribute to the curriculum in the area of ethnic and cultural diversity are required. Successful proposals will receive support for planning and development costs related to the initiation of the new course. Funding includes such activities as: (1) providing a one-course reduction to a faculty member in order to allow him/her to develop the new course, (2) hiring a work-study student or a graduate student part-time to assist in the development of the new course, (3) providing travel expenses that might be related to the accumulation and development of materials necessary for the proposed

course, (4) costs of books/copying of journal articles, etc., and other materials and supplies.

Integrate ethnic and cultural perspectives into existing courses. This program is similar to the previous one except that the proposals are ones that ensure the integration of the multicultural experience into existing courses, particularly in introductory and survey courses. The types of activities funded under this program are identical to those described above. Proposals must contain a general description of the integration activities that will be implemented and a rationale as to how the revised/integrated course will contribute to the curriculum in the area of ethnic and cultural diversity. Requirements to be met and the activities to be funded are identical to the previous initiative.

A more diverse curriculum has implications for faculty recruitment and faculty retention. Faculty of color are more likely to come to, and succeed in, an institution that has a curriculum that includes and supports her/his teaching and research interests.

Scholarship and Research

Implement multicultural perspectives and approaches into research, creative work, and/or scholarship through a programmatic initiative that will enhance the development of a campus environment that supports and encourages gender, ethnic, and cultural diversity. The program, funded by the office of the Provost or President, provides support for (1) multiethnic/multicultural research projects by one or more investigators; (2) visiting diverse scholars; matching proposals are particularly encouraged, where the primary unit contributes to the costs of bringing these scholars to campus; (3) stipends for faculty to engage in research or scholarly activities that have a multiethnic/multicultural focus; such stipends might be fund summer salary, reductions of teaching load, etc.; (4) colloquia, conferences, and workshops having an academic, multicultural theme, particularly those involving the active participation of the faculty of color. Proposals from diverse faculty at the junior ranks are encouraged, especially those proposals that will support the research, scholarship, and/or creative work of the faculty

member. Submitted proposals should include (1) the goals and objectives of the project, (2) a detailed description of the project, (3) a rationale as to how the specific project qualifies for funding under this program and how it will contribute to multiethnic/multicultural research, scholarship and/or creative work, (4) a detailed budget, and (5) a letter of support from the chair of the faculty member's primary unit.

Initiate a Symposium on “Excellence in Diversity and Diversity of Excellence.” It is important for the campus to address the issue of pluralism and diversity in a direct and systematic way. An annual symposium, funded by the office of the Provost or President, or perhaps through external funding, can begin to address these issues. Drake faculty and staff, as well as guests from other colleges and universities, will attend the symposium. As implied in its title, the symposium approaches diversity from two directions: “excellence in diversity,” indicating the richness that can be gained from the inclusion of multiple perspectives and approaches, and “diversity of excellence,” indicating the importance of expanding and broadening the traditional standards of excellence to include those multiple perspectives and approaches. Such a symposium can be significant in a number of important ways. First, it represents an opportunity for all faculty to work together in the development of an event that is scholarly, as well as academically and educationally relevant. Second, the symposium provides a vehicle for faculty to present their research and discuss their ideas relating to its theme. Third, it constitutes an initial effort on the part of Drake to critically assess the issues of diversity and excellence, using the research and scholarship generated by its own faculty and others as the basis of examination and evaluation. Fourth, it serves to acquaint the larger community with a broader definition of diversity, a definition not based simply on issues of fairness and equity, but a definition firmly grounded in the achievement of academic quality and educational excellence. Fifth, by supporting such a symposium, the university demonstrates in a public way its recognition that these are legitimate areas of inquiry, research, and scholarship.

V. CONCLUDING OBSERVATIONS

COMMITMENT TO THE DIVERSITY VISION

From our brief encounters and interactions, we have concluded that, while there are some individuals who are already energized and waiting to be called to action, the matter of increasing the diversity of students, faculty and staff is a low priority for most of those who are in a position to do something. They are almost like stand-by reservists in the military waiting to be called to active duty. “If drafted, I will serve” could be the motto of the virtual platoon of deans, directors and department heads. It is not that people do not have ideas worth pursuing; they simply are not engaged, not personally *invested* in the success of this venture. What the President and the Provost need are volunteers, those risk-takers who will step forward to “sign up” and take responsibility for something that they believe they can do.

We reiterate our earlier recommendation that the University launch a community mobilization initiative headed by a core leadership. The group itself first would undertake additional training to refine their understandings of what diversity is, what it means to this institution, and why it should be pursued. The group should develop its own sense of mission, a common language, and an agenda for future action. There might follow from this a series of activities appropriate to the work and circumstances of various divisions of the University designed to inform, to inspire, and to acknowledge both the problems and the successes in achieving the diversity goals of the unit, the division, the University.

RECRUITMENT OF FACULTY AND STAFF

A really important change in the climate of the University as a whole could occur if the faces representing Drake were more diverse—from top to bottom. That can be achieved by intentionally, not accidentally, finding qualified people of color and hiring them! The metaphor of shopping for a car is instructive. Once a person gets “car fever” (makes the decision/commitment to buy a car) a change takes place in the amount of attention paid to cars, any cars. They research them; they observe them; they ask their

friends and associates about them; they plan ahead to make the purchase. In short, they tune in to cars. Until a similar change occurs with regard to recruiting and hiring people of color, nothing will change at Drake University. Those who *want* to find people of color *do* (over time). And they do not take short-cuts, or settle for less. They are honest about what they need, what they can afford, and they are clear about their motives. It is that simple.

For those who are not particularly interested in getting into the market, other tactics have to be put in place: incentives, rewards, and even penalties. The main reason we believe there is a need to have *affirmative recruitment plans* in place in each unit of the University is to offset the tendency toward *cronyism*. People want to hire those who are most like themselves or those they know best. And without some prohibition and accountability measures in place, they will do just that. The university should employ someone who will facilitate the development of departmental/division recruitment plans, will monitor their implementation, and will report on their success to the senior supervisor in charge of the area.

DEVELOPING A COMMUNICATION STRATEGY

An essential component in the development of a consciousness about diversity is a communication strategy that takes into account those who carry the most weight in making things happen and those who seem to be most receptive/most recalcitrant in dealing with issues of diversity. What specific communication processes are most effective in reaching each target audience, e.g., directives from superiors, a “diversity newsletter,” invitations to special events, small group meetings, diversity “hot line,” the student newspaper? From the reception we received, it seemed that many individuals were not well-informed about our visit despite the efforts of the President and Provost. The poor attendance at the “Open Forum” and at other group meetings suggested that something was missing in the communication—perhaps people were not given sufficient notice, or maybe they were unclear or uncomfortable with the notion of speaking with outsiders. More telling was the professed lack of information about the recommendations of the Diversity Task Force (and the Strategic Plan). As we know, “the medium is the

message,” and so one might profitably examine both the message and the means by which our visit was communicated to better understand what factors were at work and what opportunities were missed.

CONTRASTING GLOBALIZATION AND DIVERSITY

In one version of Goal IV, Objective 3 focuses on the global dimensions of a Drake education. We’re not sure why it doesn’t appear in the later version, but we do want to comment on this dimension of campus diversity as it was outlined in that earlier document.

Strategies:

- a) Establish a Center for Global Inquiry
- b) Implement Drake University Language Acquisition Program (DULAP)
- c) Implement on-campus faculty development seminars on global education
- d) Support faculty/staff participation in global education conferences, workshops
See Goal III, Objective 2 (f)
- e) Encourage and support faculty/staff participation in overseas learning
See Goal III, Objective 2(f)
- f) Encourage and support faculty/staff participation in international associations and networks

These are cited here because they provide such an interesting contrast with the diversity strategies proposed in the same document. The global dimensions and the international dimensions of the programs and support systems of Drake University seem so much more inspired by intellectual and academic motives than the diversity strategies. From our perspective, so long as diversity is driven by political or representational objectives, we will not succeed in transforming these institutions into truly multicultural environments.

As both multiculturalists and internationalists we were discomfited by what we perceived to be the differential status of domestic students of color and international students of color.

It is generally the case that those responsible for international programs and students report to the chief academic officer while those who work in multicultural affairs report to the chief student affairs officer. Without knowing how these functions are organized at Drake, but we propose the **creation of an organizational structure that brings international and intercultural work together and that provides the same quality of support for both domestic and international students. Further, we urge that faculty be given the same kind of support for developing multicultural teaching competencies and for participating in multicultural networks and engaging multicultural issues.**

Noting that the emphasis on global issues and international education at Drake seems solidly woven into the fabric of the institution, our hope is that domestic students of color and their cultures, their histories and their issues, will become major threads in the Drake University tapestry. To that end, we look to the Drake University Language Acquisition Program to include the languages, cultures and histories of Asia, Africa, Central and Latin America, and the Middle East in the redesigned approach to foreign language instruction. If that possibility is realized, it may offer an even more compelling reason for students of color to seriously consider attending Drake. Students of color may respond favorably to an academic program that speaks directly to them and prepares them to *function effectively as members of diverse local, national and global communities of color.*

VI. CONCLUDING RECOMMENDATIONS

In closing we reiterate our observation and belief that the President and Provost of Drake University have an unequivocal commitment to diversity as both a value and a goal for the entire institution. We agree with this commitment, as it is central to the future of this country and even this world. Vision, commitment and leadership that result in creative and cutting-edge programs will bring Drake even greater visibility and recognition. However, attaining such a goal is not easy and will require strategies that

involve the entire institution over a long period of time. It is in that spirit that we highlight the following recommendations.

The Board of Trustees should include a larger number of members from diverse backgrounds. These individuals should be selected for their ability to bring wisdom (more than knowledge) to the task of transforming the University. They should have a deep and intuitive knowledge of higher education, diversity issues, and be cognizant of historical as well as contemporary issues in American communities of color.

Working with the Board of Trustees, the President should create a number of *special faculty chairs* to permit recruitment of faculty to implement the diversity initiative without reallocating already scarce resources for faculty support. We envision no less than 6 and no more than 10 Trustee Professors. These should be well supported and highly honored positions with about a third allocated to senior academics, and the remainder to junior faculty. All of these positions should be off the tenure track with a lower teaching commitment and a higher research expectation. A Trustee Professor should serve a maximum of five years and during that time be considered for appointment to the regular faculty. If a regular tenure-track line is not available, the Trustee Professor should be well positioned to move to another institution. This would free the Trustee Professor chair for another candidate. If there were 6-10 Trustee Professor Chairs that involved a rotating group of faculty over a 20 year period the long-term consequences for Drake University would be extraordinary.

The Provost and President should create a high level position with the responsibility for building campus-wide programs that embed the diversity initiative within the tapestry of the University in a living and creative manner. That position might be given the title “Vice Provost for Undergraduate Education and Student Life” and report directly to the Provost. Responsibilities might include working with academic deans, the Dean of Students, Department Chairs and Faculty to assemble key

courses, programs and people into a comprehensive and cohesive effort that transcends traditional divisions and transforms the University. The person filling this position should be recruited from within Drake University.

With the support of the President and the Board of Trustees, the Provost should take the leadership in creating an infrastructure of diversity, excellence and community at Drake University. This should be a long-term effort that also involves short-term actions, including faculty appointments (apart from the Trustee Professors) and appointments at the decanal level. Many of the components can be taken from recommendations cited earlier in this document. Others will become apparent as the diversity initiative unfolds.

In a nation and world characterized by high levels of antagonism and conflict, oases of hope are few and far between. New paradigms will not be developed easily and they will not be inexpensive. If the leadership of Drake has the will as well as the vision, this modest institution in the heartland of America, on the old prairies, could well become a city on a hill.

VII. APPENDICES

Appendix A. Comments on the Strategies Proposed in Goal IV

The rationale for Goal IV is well stated, comprehensive and timely. Although it provides an ethical, moral and historical rationale, it lacks an educational or scholarly/academic focus. Moreover, the broad definition of diversity omits *religion* as a dimension of diversity. Was that intentional?

Objective 1: Increase diversity of students, faculty and staff

Strategies:

- a) “Establish a five year plan to increase representation...”

We recommend adding “department chairs” to the list of those who are secondarily responsible for establishing five year plans. Without any reference to the curriculum, current or contemplated, in either the objectives or the strategies, this objective seems shallow. It was noted that the plans “must be formulated in the context of relevant data on target populations...” We would add something about the context of current and/or proposed changes in the curriculum. In short, it should be possible in contemplation of some new areas of study to build in a solid academic rationale for diversifying the faculty. As stated, it sounds as if we are only adding grains of pepper to the mix for political reasons. *It is important to note here that representation of people of color on the faculty and in administration, while necessary, is not sufficient to insure success in diversifying Drake. In addition, the University must insure that white faculty and administrators are hired, in part, because of their competence, experience, and commitment to diversity.*

- b) “Recruitment and welcome packets...”

This task is not a Provostial responsibility. Rather, it is one that can legitimately be delegated to the Dean of Students who can skillfully engage students in the process. Human Resources might be secondarily responsible along with the Student Senate.

c) No comment on the web page recommendation

d) “Partner with professional associations to bring ABDs...”

While the professional associations may be helpful, graduate schools would be more likely to identify such students. Perhaps the professional associations can support this initiative by providing mentors, reduced or free registration at national meetings, or internships.

e) “Consciously rework recruitment procedures for faculty and staff...”

Clearly this is needed.

f) “Ask faculty...to help with recruitment.”

What about asking the faculty to organize recruitment events ON CAMPUS? The Dean of Admission seems to like that option.

g) “Partner with historically Black schools...”

In our experience, this is truly done at the departmental level, if at all. There are such profound issues of trust and mutuality that personal relationships have to be created and developed over time in order for this kind of program to work. The idea is not at all original; HBCUs are always viewed in this light. The question they ask is “What’s in it for THEM?” This kind of a program is often more a burden than benefit.

h) “Work with Fulbright...”

No comment.

i) “Partner with local schools and reservations...”

Primary responsibility for this initiative should rest with the Dean of Admissions. The Provost, Deans and Department Chairs should be secondarily responsible. The President will, of course, assist.

j) “Sponsor senior visiting professorships...”

Department chairs should have a secondary role in this if it is to be successful.

Objective 2: Improve campus climate for Diversity

We find no fault with the strategies proposed for improving the campus climate in the Strategic Plan however, the issue needs more formal study. Engaging students with issues of difference through coursework, community service, study abroad or the co-curriculum is a fine strategy. However, someone must evaluate the proposed courses and assess the context and the learning environment of co-curricular and community service experiences.

Faculty and staff should also be included in the study of climate. How does it feel to be a member of the Drake University community? Second, the rationale for studying the climate should not be related exclusively to diversity. The better motive might be to enrich the working/learning environment for all members of the University community. Transforming the culture of the institution is not done simply to benefit people of color; the real goal is to humanize and democratize institutions.

Appendix B. Readings and References

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Appendix C. Audit Team Biographies

Myrna Campbell Adams, J.D.

J. Herman Blake, Ph.D.

Albert Ramirez, Ph.D.

MYRNA CAMPBELL ADAMS

In the fall of 2002 Myrna Adams retired from her position as Special Assistant to the Executive Vice President of Duke University. Her responsibilities included the development of an employee mediation program, internal management consulting, and the development of programs and procedures to ensure that employees of diverse cultural backgrounds experience the Duke environment as welcoming and supportive. Special attention was given to the needs of a growing Latino workforce and to developing a sense of community among African American graduate students, faculty and staff.

From 1995 to 2000 Ms. Adams had served Duke as Vice President for Institutional Equity. She elected to move into the less demanding part-time role in order to pursue professional interests in the fields of organizational development, intercultural relations, and conflict management.

Previously, Myrna Adams served as Associate Chancellor and Director of Affirmative Action Programs at the University of Illinois at Chicago. Bridging both academic and student affairs, Ms. Adams has held the posts of Associate Provost, Assistant Vice Provost for Graduate Studies, and Associate Dean of Student Affairs in the State University of New York. In 1993 SUNY at Stony Brook named an award for the achievement of cultural diversity and pluralism in honor of Dr. Adams and her husband, Emile Adams, who was the Associate Vice President for Student Affairs.

In 1999, Black Issues in Higher Education cited Ms. Adams as one of 15 national advocates of access and equity in higher education. Myrna Adams has been an active partner in the founding of several important national organizations, including the Partnership for Service Learning, and *OpenMind*, The Association for the Achievement of Cultural Diversity in Higher Education. She has testified before congressional committees, served in advisory committees of the Social Science Research Council, the Educational Testing Service, the College Entrance Examination Board, and several private foundations including Mellon, Pew, Woodrow Wilson, and Ford. She has made numerous presentations at national meetings of higher education organizations.

Ms. Adams, a member of Phi Beta Kappa, graduated from the University of Illinois with a B.A. degree in Spanish. She earned a Master of Education degree in counseling psychology from the University of Southern California, and received her law degree from Hofstra University School of Law. In addition, she pursued graduate study in Latin American Studies at the University of Michigan.

Pursuing her interest in alternative forms of dispute resolution, Ms. Adams was certified in mediation by the American Arbitration Association and has received additional training in conflict resolution from the Duke University Private Adjudication Center and the Harvard Program in Negotiation. She is an active member of the Association for Conflict Resolution.

J. HERMAN BLAKE

Personal Statement

My 36 years in higher education have been an extraordinary personal experience. I have had the opportunity to build a strong relationship between my commitment to teaching undergraduates and my research, scholarship and community service. While much of my time has been spent in higher education administration, the teaching and research have always been extremely important.

The pattern of my academic career was established early in its first decade. Between 1966 and 1973 I started teaching at the University of California at Santa Cruz; completed a doctoral dissertation on social change in Mexico; published a book on the Black Panther Party for Self-Defense; and founded an undergraduate college at Santa Cruz.

The process of working with outstanding undergraduate students at Santa Cruz while simultaneously working closely with extraordinarily angry Panthers in Oakland—who were the same age as many of my students—had a great impact on my intellectual development. In both venues the youth were intelligent and talented and had an infectious *joie de vivre*. However in Santa Cruz they were building for the future through learning. In Oakland the youth “picked up the gun” because they did not believe they had a future.

Ultimately for me my mission in higher education became how to use my skills in undergraduate teaching and learning to provide a hopeful future for all youth, regardless of background or social circumstance. I always maintained a regular program of teaching regardless of my administrative appointment. The teaching focussed exclusively on lower-division students because of my belief it was important to give new students a strong beginning.

I developed a philosophy of teaching/learning that has guided all my work: “**There is no known limit to the capacity of the human mind to learn, grow, develop and change.**” As a result my courses emphasize active student involvement in the learning process and high expectations of students, all within a context of respect for their intellect and support for their academic goals. This approach has also demanded a lot from me in my lectures as well as my

process of assessment of students. Some of my major contributions to undergraduate teaching have been:

1. Planning Oakes College (1969-1972) at the University of California at Santa Cruz, and serving as the Principal Academic/Administrative Officer (1972-1984). During the entire time I taught the major core course in Oakes College required of all entering students every fall semester. Each spring semester I also taught the Introduction to Sociology course for the entire UCSC campus based on the same philosophy of learning. 48% of the Oakes College students came from minority backgrounds, and the college became distinctive for successfully educating Black and Latino youth in the sciences.
2. Serving on the national task force which wrote the report "Involvement in Learning: Realizing the Potential of American Higher Education". This report focussed on issues of active student involvement, high expectations, and front-loading the curriculum—principles I was already utilizing at Oakes College.
3. Developing the Multicultural Learning Community at Iowa State University—a comprehensive program that works toward high academic achievement as well as social unity among diverse students. I teach the major survey course for the program, LAS 150X. This program has resulted in very high 2-year retention levels for African American and Latino students. The program is unique for a land grant university.

In every institution I have served I maintained an active role as a teacher. This allowed me to remain close to students and learn from them, while also promoting their academic achievement as an administrator. I found that my high expectations along with respect and trust resulted in an uplifting and enriching experience for every student. They have grown and flourished far beyond my fondest imagination.

J. Herman Blake

April 2002

ALBERT RAMIREZ, Ph.D.

Albert Ramirez received his Ph.D. in Psychology from the University of Houston in 1966. He subsequently was on the faculty at the University of Alabama in Birmingham for five years, where he held a joint appointment in the Department of Psychology and in the Department of Community Dentistry. He joined the faculty in the Psychology Department at the University of Colorado at Boulder in 1971. At the University of Colorado, he has held a number of academic administrative positions, including Chair, Social-Personality Graduate Program; Director, Chicano Studies Program; Associate Dean of the Graduate School; and Associate Vice Chancellor for Faculty Affairs. In 1997, until his retirement in January, 2000, he served as the Director of Multicultural Research and Development in the BUENO Center for Multicultural Education.

His research interests have centered on several inter-related areas: social power and influence, monolithic and pluralistic systems, interracial-groups relations, ethnicity and cultural identity, multicultural education, and fairness and equity issues in standardized testing and assessment in general. His research focus has led to the development of a model which can be used to systematically explore the components of monolithic and pluralistic systems, and to more critically address such issues as diversity in secondary and higher education, and fairness and equity issues in national as well as in international assessment. He has served on many local, regional, and national boards, including the GRE Board of Directors, where he served as Chair in 1997-1998.

Currently, he is engaged in a number of consulting activities, as well as teaching a course in the Department of Ethnic Studies at the University of Colorado entitled "Introduction to Chicano Studies". He is also completing a book manuscript entitled "Social Psychology of the Chicano: a Pluralistic Perspective." The manuscript utilizes his monolithic-pluralistic systems' model as well as his cultural identity model to describe and analyze the Chicano experience in academia.

Appendix E. Visitation Schedule for Adams, Blake, and Ramirez