

**DRAKE UNIVERSITY DIVERSITY AUDIT  
Highlights and Summary of Recommendations**

[\[Full Diversity Audit Report\]](#)

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## **HIGHLIGHTS OF THE REPORT OF THE DIVERSITY AUDIT AND SUMMARY OF RECOMMENDATIONS**

In most of our nation's colleges and universities, the diversity goal remains an elusive challenge, in part because the mechanisms and strategies for its achievement remain unclear and are often controversial. Part of the problem lies in the different definitions and conceptualizations of diversity. Some regard diversity as an issue of equity and fairness, or an issue of under-representation; for others it is a question of access, or an issue of inclusion. Diversity may be thought of as a description of our state as human beings: diverse. Or it may be seen as an issue of [in]tolerance, or lack of appreciation of differences. Such definitions of diversity, though important and necessary, are not a sufficient basis for making the deep, fundamental changes required if institutions and organizations are to weave new populations, new knowledge frameworks, or perspectives into the fabric of institutional life. Evidence is mounting that attending to diversity is sound educational practice. A growing number of educators and academicians now recognize that diversity is synonymous with quality and with academic excellence. This conceptualization of diversity recognizes that diversity is central to the mission of a comprehensive university and that it has the potential to enrich and enhance the educational, creative work, and research experience of the entire campus community.

From the perspective of the present writers, it is essential that Drake University embrace the broader conceptualization of diversity, viewing it as a matter of academic and educational excellence that affects every aspect of institutional life. There is no doubt that acceptance of this view of diversity will ultimately result in the transformation of the campus community. In seeking to enhance the educational experience of all students, Drake University has stepped up to the challenge and now must define for itself what it means by diversity given its particular mission and vision. *The fundamental question that the Drake University community must address is: What must we do to*

*achieve the goal as we--the students, faculty, staff, alumni, administrators and trustees--define it?*

The present report cannot answer this question; what it does is to present (1) where Drake University appears to be with respect to the diversity goal, and more importantly, (2) recommend strategies and approaches that may prove helpful in developing and implementing a creative and expansive set of institutional reforms and innovations driven by the diversity goal.

### **Where Drake University is Relative to Its Diversity Goal**

We have noted, first of all, that there exists a core group, including the President and the Provost, who is deeply committed to the goal of delivering an educational experience of exceptional high quality to a very diverse student population. However, it seems that not everyone is “on the same page” with respect to the initial conceptualization and actual implementation of the Strategic Plan including Goal IV

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 many of those who are in a position to do something. They’re almost like stand-by reservists in the military waiting to be called to duty. “If drafted, I will serve” could be the motto of the virtual platoon of deans, directors and department heads. It’s not that people don’t 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, who will step forward to “sign up” and take responsibility for something that they believe they can do.

**We recommend that to increase the sense of immediacy and ownership across the University, a community mobilization initiative be launched headed by a core leadership group made up of interested people as well as those in leadership**

**roles or positions.** 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.

## **Strategies and Approaches to Institutional Reform**

### Developing an Institutional Consciousness about Diversity

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.* The Task Force, in tandem with

the campus leadership group described above, would constitute the core group that moves across the campus gathering followers, building support and momentum.

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 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, enlightening, community building activity.

### Developing a Communication Strategy

An essential component in the development of a consciousness about diversity is a communication strategy that takes into account the political realities of Drake University: those who carry the most weight in making things happen and those who seem to be most receptive as well as those most recalcitrant in dealing with issues of diversity. A variety of specific communication processes must be designed to be most effective in reaching each target audience. 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. 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.

### Creating Institution-wide Ownership of the Diversity Goal

The major responsibility for success in diversifying the faculty lies in the hands of faculty-led search committees. Without respected and diverse faculty to chair or serve on such committees, the prospects for change are, at best, 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.*

Faculty support is critical. Issues of resource allocation, faculty leadership, and effective communication and interaction seriously attenuate faculty interest 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, and while incentives may be important, personal commitment is of greater value in the long run.

Every unit of the organization should be required to develop its own “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* each program; (2) *strategic*—; (3) *comprehensive*—every single aspect of the University’s operations [will be] scrutinized in the course of [Diversity Review]; (4) *contextual*—(5) *demand prioritization*—[The 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.”

### Institutional Commitment

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 make the following recommendations.

### Board of Trustees

1. 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.

### President

2. 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.
3. 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.

#### Provost

4. With the support of the President and the Board of Trustees, and supervising a Vice-Provost for Undergraduate Education and Student Life, 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. Some, but not all the components of such an infrastructure of diversity, excellence and community might include:
  - a. First-Year Academic programs that also include student life, residential programs, and fraternities/sororities.
  - b. Learning communities that combine academic programs, collaborative learning, faculty involvement and research, and student life programs extending across all the academic majors in the University.
  - c. 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.
  - d. Building all the above, from the Trustees on down, create a culture of academic achievement, intellectual excellence and persistence that characterizes student life at Drake University. Seek the maximum levels of student graduation and postgraduate success. Make Drake a national model of diversity and excellence at all levels of the academy.

### National Advisory Board.

The Diversity National Advisory Board comprises distinguished members of the Des Moines community and University alumni. They bring extraordinary human resources to the service of Drake University. Having decided to convene this board, and in fact articulate a diversity initiative, university leadership must be prepared to follow words with significant and effective action. The University leaders must “keep their hands on the plow and hold on.”

### **Improving Campus Climate: Increase the Diversity of Students, Faculty and Staff**

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.

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)

## Creating a Diversity Infrastructure

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 feel detached from the diversity initiative.—it does not affect them operationally and does not relate to them programmatically. What this infrastructure should look like can best be determined by those who best know the institution. 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 to 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, most 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 infra-structure.

### **It is recommended 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.

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
- 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
- Retention and development of diverse faculty
- Retention and development of diverse staff

As a component of the Drake University Diversity Initiative, each unit or the organization from the department to the Office of the Provost, should: (1) rank order the diversity objectives based on need and importance to the unit, (2) develop and implement a set of activities designed to address each designated objective; (3) indicate and identify the resources required to carry out each of the activities for each of the designated objectives; (4) establish target dates for carrying out the activities; (5) designate the responsible person(s) for the implementation of the activities; (6) develop monitoring and evaluation procedures for each activity within each of the diversity objectives.

The *diversity initiative progress report* developed by each unit should provide information as to each of the above listed objectives were considered and addressed. 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 above has the potential to transform the campus climate.

The Drake University Diversity Initiative as discussed above is an inter-related 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. Each unit comprising the Drake University Diversity Initiative, from the

academic department to the Provost's office, should have a clear understanding as to what its diversity objectives are, and as to how they are prioritized.

### Recruitment and Retention of Faculty

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! Using the metaphor of shopping for a car: 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, all 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*. 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.

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 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 aren't 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 your own personal network and using it; (4) recognizing that the search process is continuous.

### Faculty Recruitment Strategies

Essential to the effort to recruit faculty of color is the belief that diversity in the faculty both meets the programmatic needs of the department and advances the mission of the University. 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.”** 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.

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.”**

#### Recruitment and Retention of Staff

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. Why are there so few women and people of color? *And what of the secretaries, the accountants, administrative assistants, lab technicians, physical plant operators, etc.?* We note our concern about the lack of staff of color in the Admissions and Financial Aid offices and the Campus Security office. **Our view is that the most immediate steps to diversify the University should be taken with regard to professional administrative and staff positions. Individuals currently employed at Drake can be of enormous assistance in the recruitment of people of color for such roles.**

Human resources personnel are well equipped to facilitate staff searches and issuing 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.

Drake’s leadership can address a number of issues that bear directly on the *rate* of turnover, e.g., the opportunity provided for 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. We do not suggest that equitable, market-based salaries are inconsequential; rather, we assert here 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. **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.**

#### 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.

**It is recommended that 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.

**It is recommended that the University create a high level position, Assistant to the President for Opportunity and Equity. The incumbent in this role would be responsible for developing the affirmative recruitment process, investigating and resolving complaints of bias and bigotry, discrimination and harassment or unfair treatment.** If 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. Procedures must be established to address what happens after the complaint is investigated, what sanctions are permissible and under what circumstances, and processes 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 require 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.

### Student Recruitment

By addressing the challenges to diversifying Drake, the University is setting the stage for a more successful student recruitment program. We endorse Dean Willoughby’s proposal to assign a current member of the admission staff with responsibility to plan and coordinate multicultural student recruitment efforts. The other recruitment strategies are well conceived and merit support.

The development of a strong support program for student athletes is essential. The ingredients of such a program are relatively straightforward: academic advising, tutoring, monitoring, time management, skill assessment and improvement, person and social development. The goal is to make academic achievement as significant as athletic

success—particularly in the more visible programs of basketball and football. Expectations and motivation to succeed academically must inform the entire recruitment process and be followed up throughout the student’s career.

### 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 graduate 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.

### International and Global Programs

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 we propose the following:

**Recommendation: Give serious consideration to creating an organizational structure that brings international and intercultural work together and that provides the same quality of support for both domestic and international students.**

**Recommendation: 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.**

*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. 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.*

## **Conclusion**

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.*

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.

## **DRAKE UNIVERSITY REVIEW**

### **Major Recommendations**

#### Campus Climate

1. The Board of Trustees should include a larger number of members from diverse backgrounds, selected for their ability to bring wisdom (more than knowledge) to the task of transforming the University.
2. The President should launch a community mobilization initiative headed by a core leadership group.
3. A series of surveys and formal interviews should be conducted to get an in-depth understanding of the diversity climate at Drake. Data should be collected from faculty, staff and students who are members of special or underserved populations. In addition, where feasible, formal interviews should be conducted with faculty and staff of color who have voluntarily left Drake University.
4. The President should invite a respected campus member of color to organize an informal support network of faculty and staff of color.
5. The President/Provost should organize and lead an annual Drake University Conference on “Excellence in Diversity and Diversity of Excellence.”

#### Creating a Diversity Infrastructure

6. The Provost/President should create a high level position responsible for building campus-wide programs that transcend traditional divisions between academic units and student life. These programs should be designed to embed the diversity initiative within the tapestry of the University in a living and creative manner.
7. The Provost should create an organization that merges international and intercultural programs.
8. The Board of Trustees and President should require every academic and administrative unit to form a unit diversity committee. Each committee should develop a prioritized list of diversity objectives appropriate to the unit. These committees should develop activities and strategies to achieve these

objectives and annually report their progress to the Provost/President, who will then make an annual report to the Board of Trustees.

9. The President should create a high level position responsible for facilitating the development of departmental/division recruitment plans. Additionally, the incumbent in this position will investigate and respond to complaints of bias and bigotry, discrimination, harassment or unfair treatment. Further s/he will support the offices of the Provost and Human Resources in designing and implementing intercultural training and faculty development.

#### Creating An Academic Infrastructure for Diversity

10. The Board of Trustees should establish special faculty chairs to institutionalize the diversity initiative within the academic program.
11. The Provost should designate a proportion of the open faculty lines as “Special Opportunity” positions. In addition to utilizing these positions within departments, they should also be used to:
  - a. Recruit senior faculty of color.
  - b. Recruit a distinguished Visiting Professor of color.
  - c. Recruit adjunct faculty from the local community.
12. The Provost should appoint senior faculty as mentors to untenured faculty of color.
13. The Provost should establish a special fund to assist departments in recruiting diverse faculty.
14. The Provost should host a monthly luncheon for faculty of color.
15. The Provost should establish a program to increase curricular offerings in ethnic and cultural diversity in two ways:
  - a. The development of new courses.
  - b. The expansion of existing courses to include ethnic and cultural perspectives.
16. The divisions of Academic Affairs and Student Affairs should collaborate to develop academically based programs that extend consideration of diversity

issues beyond the classrooms, laboratories, studios and faculty offices. These programs might include:

- a. First year programs for new students.
  - b. Learning communities
  - c. Service-learning programs.
17. The divisions of Academic Affairs and Student Affairs should collaborate to develop a comprehensive and cohesive academic skills program designed to promote higher levels of academic achievement and persistence to graduation for all students at Drake University, but with special emphasis on underrepresented populations and athletes.
  18. The Provost and Faculty Senate should collaborate on development of a major program of research, scholarship and creative activity focused on diversity within national and international perspectives. This program would be interdisciplinary, allowing faculty the opportunity to develop insights and understandings that will ultimately inform the curriculum as well as state and national policy. In the course of time such a program might well become an organized research unit.

#### Increasing Staff Diversity

19. The Vice President for Business and Finance should increase efforts to hire more staff of color at Drake University. Such efforts might include:
  - a. A review of the materials and procedures of Human Resources for searches and recruitment.
  - b. Utilizing current staff to develop local networks for staff recruitment.
20. The Vice President for Business and Finance should develop a program to improve opportunities for professional development and advancement (including lateral transfers) and upward mobility for all staff, but with special efforts to insure minorities and other underrepresented populations are included.

## COMPONENTS OF A DIVERSITY INITIATIVE

<b><u>Diversity Objectives</u></b> (Each unit does its own rank order)	<b>Activities</b>	<b>Resources Required</b>	<b>Target Dates</b>	<b>Responsible Person(s)</b>	<b><u>Monitoring &amp; Evaluation/Procedures</u></b>
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					

The matrix lists 13 diversity objectives. Not all unit diversity initiatives would include all 13, depending upon the ones the unit decided on which to focus. Other objectives could be included as well. 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 4 - - 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.