From Barriers to Bridges: The Purdue University Plan for Enhancing Diversity

A Report for the Lilly Endowment Grant Program

Submitted by the Office of Human Relations Purdue University

Purdue University
West Lafayette, Indiana
August 1997
Dear Colleagues:

The enclosed report, “From Barriers to Bridges: The Purdue University Plan for Enhancing Diversity,” discusses the results of an assessment of our campus environment and programs and activities aimed at minority student recruitment and retention. It is the product of two years of work involving many members of our campus community. We are grateful for the support of the Lilly Endowment in this effort.

Our first and foremost responsibility at Purdue University is to educate our students. To do this well we must prepare all our students to live and work in a global society. I believe our students benefit significantly when their education, both in and outside the classroom, occurs within a diverse setting and when they encounter and learn from others whose backgrounds and characteristics are very different from their own. Achieving a campus environment where all members of the community understand and appreciate diverse ideas, people, and cultures is essential for educating our students and for ensuring our competitive advantage among peer institutions in our teaching, research, and service activities.

Purdue has much to be proud of in its efforts to recruit, retain, and graduate minority students and to build a campus community that values diversity, civility, and respect among its members. At the same time, we draw strength from our ability to assess our performance and commit ourselves to improvement. The key themes and recommendations in “Barriers to Bridges” provide direction for future efforts. I am inviting deans and vice presidents to review the report and respond to me with their reactions to the recommendations. Then, I will ask the Project Advisory Committee to propose University-wide action plans and Excellence 21 initiatives by the end of the Fall semester.

Part of the legacy of our preparation for the twenty-first century should be that we have not only examined ourselves objectively but we have taken steps to provide an atmosphere that is intellectually and socially inclusive. I envision Purdue University as a place where all persons pursue their education or employment with full confidence that they will be supported in their efforts and that their contributions to the University will be respected and appreciated. “From Barriers to Bridges” gives us important insights into how to achieve these goals. I invite you to join me now in taking action to make these goals a reality at Purdue.

Sincerely,

[Signature]

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Enhancing Diversity

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In April 1995, the Lilly Endowment awarded a grant to the offices of the Vice President for Human Relations and Director of Diversity Resource for a project leading to a strategic plan for enhancing diversity. An advisory group whose members were Joan Marshall, associate dean, School of Liberal Arts; Harry Morrison, dean, School of Science; Christian Oseto, head, Department of Entomology; David Rollock, associate professor, Psychological Sciences; and, Marlesa Roney, registrar, has provided invaluable advice and assistance.

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Professors Denise Driscoll and David Rollock reviewed and critiqued the student survey instrument. Graduate assistant Miriam Delphin conducted the first series of interviews with minority program directors. Wilmer Bonilla of the Affirmative Action Office provided needed background data, and Kathy Reynolds, secretary, Diversity Resource Office, prepared this document.

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President Steven Beering and participating executive vice presidents, vice presidents, other members of the president’s cabinet, students, faculty, and staff provided advice along the way and participated in focus groups. Samuel Cargile, education program director, the Lilly Endowment, shared our vision and made this project possible.

Thank you all for your commitment to enhancing diversity at Purdue.
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MAJOR FINDINGS, KEY THEMES, AND RECOMMENDATIONS

Diversity is an integral part of Purdue University's mission and its "Excellence 21" quality initiatives. Purdue's competitive advantage among peer institutions is linked directly to how well it prepares all its students to live and work in a global society, and how well its teaching, research, and service activities meet the needs of a global society. These outcomes depend on a campus environment that understands and appreciates diverse ideas, people, and cultures, and provides high quality student experiences.

Purdue has long recognized the role diversity plays in enhancing quality and maintaining a competitive advantage, and has much to be proud of in its efforts to recruit, retain, and graduate minority students, and to build a campus community that values diversity among its members and civility and respect for all. Over the years, programs and activities have been developed in the academic schools, student affairs, the graduate school, residence halls, the Black Cultural Center, and elsewhere. Efforts to recruit and retain a diverse faculty and staff and to incorporate sensitivity to diversity for all members of the campus community have occurred throughout the University. The following examples illustrate Purdue's accomplishments and commitment:

- Purdue, West Lafayette, has the highest African American and Asian American graduation rates for undergraduates among Indiana's public postsecondary institutions.
- Purdue attracts high quality minority students. A longitudinal retention study (1987-88 to 1994-95) revealed that in the entering cohort, 79% of Asian Americans and 72% of African Americans were from the upper third of their high school class.
- The School of Liberal Arts Curriculum 2000 has adopted a required core of courses in diversity for all its undergraduates.
- The University is building a new Black Cultural Center.
- The University's antiharassment policy, which makes it clear that: Purdue does not tolerate harassment or discrimination of any member of its community, is known throughout the campus and well used.

These accomplishments demonstrate creativity, commitment, and extensive goodwill on the part of individuals and units.

Purdue's programs and activities are critically important because many students experience their first opportunity to live and work with others from different backgrounds when they arrive at the campus. There are few places so well-equipped as the campus and few times in life when individuals may be so open to new experiences as during the college years. Educators can teach about diversity and foster conditions that facilitate tolerance and an appreciation of differences. Scholarly creativity is stimulated by the
open, constructive engagement of minds from different properties and backgrounds, while a fair and inclusive workplace helps everyone feel more secure and productive.

However, for Purdue to continue to do well in its diversity efforts, it must pay attention to the effects of its environment (e.g. climate issues) as they impact recruitment and retention of all students, especially minority students. While the University as a whole has produced some outstanding results, its decentralized nature also has led to fragmentation of efforts in programs aimed at minority recruitment and retention. This fragmentation has created a sense among campus constituencies that it is time to look at our diversity efforts from a campus-wide perspective and to consider the benefits that might accrue from collaborative efforts.

"From Barriers to Bridges: Purdue University’s Plan for Enhancing Diversity," has been supported by a planning grant from the Lilly Endowment. The focus of the project has been an assessment of the campus climate for diversity and minority student recruitment and retention at West Lafayette. We are grateful to the Lilly Endowment for making this assessment and planning effort possible.

This report presents the results of the assessment for the West Lafayette campus, and key themes and recommendations for action. Our next steps will be to take these recommendations and develop University action plans which identify new initiatives and ways to integrate these recommendations into established strategic plans and Excellence 21 initiatives which are campus-wide and in various units.

The key themes and recommendations were prepared by the Project Advisory Committee and project staff. They are aimed at building on what has already been accomplished at Purdue to do even more to ensure the campus climate attracts and retains diverse students, faculty, and staff. There are five key themes, each with its own recommendations:

- Enhance Purdue’s environment to improve the experiences of minority students, staff, and faculty;
- Provide centralized resources, services, and assistance to enhance decentralized programs and activities;
- Increase the numbers of minority students, staff, and faculty until a critical mass is achieved;
- Educate students about diversity through academic programs and student life; and,
- Assess and evaluate the University’s programs and activities on an ongoing basis.

Additional information about the assessment activities and results is provided in the sections of the report that follow these key themes and recommendations.
Theme 1: Enhance Purdue's Environment to Improve the Experiences of Minority Students, Staff, and Faculty (Campus Climate)

There is a great deal of interest in diversity and goodwill among members of the Purdue community. For the most part, participants in the assessment characterize Purdue as wanting a welcoming and inclusive campus environment which enhances the experiences of all members of the community, both majority and minority. There is also general recognition that improving the campus environment requires each individual member to take responsibility for his/her own actions, and that community building is everyone's business.

Participants in the Barriers to Bridges Project emphasized the importance of the campus climate as the bedrock -- the underlying element of all campus actions -- that allows recruitment and retention activities to be effective. The everyday interactions among people are what create a work and learning place where people want to be. Several encouraging findings from the assessment are:

- A significant majority of students who completed the survey appear open to diversity and agree that learning about people from different cultures is an important part of a college education. (See table 9, p. 42.)
- In responses to open-ended questions on the survey, students most frequently recommended that all students be required to take at least one multicultural course. (See pp. 54, 56.)
- In the focus groups, staff from two campus units -- police and residence halls -- were cited for their enthusiasm, recognition of the importance of diversity to students' education, diverse staff, and diversity education programs. (See pp. 87-93.)
- Junior and senior Caucasian faculty participating in focus groups said they are making efforts to improve classroom climate and incorporate diversity subject matter into the courses they teach. (See pp. 74-77.)
- Administrators, staff, and faculty in focus groups expressed willingness to do more to promote diversity. But Caucasian participants sought direction as to what to do, and many minority participants perceive the University's commitment as inconsistent.
- Examples of programs and activities aimed at improving the campus climate include: Purdue's DiversiTeam; Martin Luther King Day of Service and other celebrations; programs, performances, and lectures sponsored by Convocations, the Black Cultural Center, Human Relations, residence halls, and others; Boiler Gold Rush Orientation; Interactive Theatre Workshops on the campus climate for women for graduate teaching assistants and faculty in the Schools of Engineering and Science; minority advocacy committees and minority chapters of professional organizations within various schools; School of Liberal Arts Dean's Prize for Outstanding Work in Race, Culture, or Gender; and the Dean of Students Office Student Leadership Conference.
There is also evidence from the assessment that campus climate and the environment in surrounding communities need more attention:

- Generally, students responding to the survey do not believe that the campus has achieved a positive climate for diversity. (See table 9, p. 42.)
- Majorities of African American, Asian American, and Hispanic American students responded that they had been discriminated against or harassed on campus. (See table 18, p. 52.)
- Consistent with the literature about predominately White research universities, Purdue’s Black students report significantly more experiences of stereotyping and isolation than other groups. Members of all groups report exposure to stereotyping. (See table 17, p. 51.)
- Minority students, faculty, and staff regard racial/ethnic stereotyping as a major problem. They experience racial incidents and racist remarks. (See table 17, p. 51, pp. 61-66, 71-74.)
- Many minority students feel isolated and alienated in their classes and the University community. Some feel they get poor treatment in the surrounding communities.
- Employees perceive the need for more sensitivity toward issues of diversity among managers and supervisors. (See p. 87.)
- Caucasian faculty recognize that a “conservative” atmosphere on and off campus may prove inhospitable for their minority colleagues and students. (See pp. 74-77.)

**Recommendation:** Leadership at all levels of the University is essential to improving the campus and community climate and creating an environment that values all its members.

**Central Administrative Leadership**

- Revise the University’s mission statement to include serving a diverse range of students from all racial, cultural, and economic backgrounds and creating a campus environment that values the contributions of all its members.
- Include diversity in strategic plans and Excellence 21 initiatives throughout the campus.
- Set the standards for what a truly diverse, global community would be, and establish benchmarks to measure progress towards that goal.
- Develop University-wide action plans based upon these key findings and recommendations which will guide units.
- Provide centralized resources and incentives to assist units in the accomplishment of their diversity goals.
- Highlight Purdue’s diversity policies, programs, activities, and accomplishments in public statements, informal remarks, and publications.
- Make accomplishment of diversity goals part of the evaluation of administrators.
- Establish training programs that include diversity for individuals entering supervisory and managerial positions. Expand existing DiversiTeam training for all members of the campus community.
- Work with the Lafayette and West Lafayette communities to create a more welcoming environment for minority students, staff, and faculty.
- Periodically assess results of the campus’s efforts to improve the campus climate and enhance the experiences of minority students, staff, and faculty.

**Deans, Department Heads, and Faculty Leadership**

- Make diversity an integral part of strategic plans within units. (The Schools of Science, Education, and Pharmacy have excellent models.)
- Set goals for hiring minority faculty, and use resources available from the Executive Vice President for Academic Affairs to help meet them.
- Mentor and monitor the progress of all junior faculty, especially minority faculty.
- Encourage speaking out about racial incidents, and support junior minority faculty when inappropriate student behavior occurs in the classroom.
- Build diversity into curricula (as appropriate), and examine classroom interaction patterns that may make minority students feel uncomfortable or unwelcome.
- Encourage adopting diversity requirements for attainment of an undergraduate degree that ensure graduates from every school are knowledgeable about race, gender, and culture in a global context.
- Integrate minority programs into school and department activities and planning.
- Clarify the goals and purposes of the minority programs within the schools and the roles and responsibilities of program directors, faculty, and academic counselors in their success.
- Share ideas and encourage collaboration among schools and other University offices and programs.

**Individual Leadership**

- Participate in University training programs, such as the DiversiTeam workshops, which explore stereotyping behavior and sensitivity to the effects of actions and speech on different audiences.
- Speak out against insensitive remarks or behavior, discrimination, and harassment.
- Adapt a customer or client focus when dealing with all students.
- Examine areas of the University that have successfully institutionalized diversity into their missions and cultures, such as the University police and the residence halls, and incorporate appropriate strategies into their own units.
- Welcome students, acknowledge and greet people.
- Treat others with respect and courtesy in all daily activities.

The Human Relations Advisory Committee’s (HRAC) report titled “Valuing People” (1997) states “Individual responsibility and accountability for everyday interactions throughout the entire University is the most significant factor in promoting community and diversity at Purdue” (p. 3). The HRAC recommends enhancing the “Basic Principles” used in the Executive Vice President and Treasurer’s area to include more
attention to diversity. The HRAC recognizes that “in order to value all people we cannot ignore the perceptions and treatment of special groups. Achieving respect for differences requires us to welcome the variety of religions, cultures, beliefs, and lifestyles within our campus community and to recognize that this variety contributes significantly to the excellence with which we accomplish our mission” (p. 4).

Members of a community tend to look toward their leaders for direction and action. But every one of us, as members of the Purdue community, can be a leader, and has the individual responsibility for making Purdue a welcoming and inclusive environment. Individual actions -- both positive and negative -- carry at least as much weight in how students, faculty, and staff perceive Purdue as the actions of administrators. In focus group discussions, minority participants talked about how others’ silence and ignoring different people creates a sense of isolation, frustration, and despair. (See pp. 61-66, p. 72.) Establishing eye contact and greeting people when walking across campuses were two examples discussed in focus groups of individual actions that would make a difference.

Theme 2: Provide Centralized Resources, Services, and Assistance to Enhance Decentralized Programs and Activities

Purdue is largely decentralized in its operations. As with other administrative areas (e.g. Development), each school and administrative unit takes responsibility for its minority programs. Nearly every school has its own minority program director and, in some cases, additional staff directed at minority student advising and support.

This decentralized model has some excellent features; it has led to the creation of a wide variety of programs aimed specifically at the needs of minority students in each school and some innovative activities worthy of emulation elsewhere. At the time of the assessment, many different recruitment and retention programs for minority students existed in the schools, admissions office, and the graduate school. Minority program directors and student participants strongly believe the programs positively affect persistence and degree completion. Examples of good programs and dedicated efforts can be found throughout the campus.

However, the decentralized model has disadvantages: (See pp. 31-33, 66-71.)

- There is unevenness among minority programs in their funding, staffing, administrative locations, responsibilities, and integration within their schools.
- Minority program directors have multiple and sometimes conflicting job responsibilities and frequently operate with limited resources based upon the availability of “soft” money. They receive no special training to be successful in their jobs.
- Minority program directors within the schools rely upon the support of their deans. They can be isolated and viewed by faculty and other staff as the only person responsible for minority student success.
• There is no system or agreement on how or what to evaluate to assess outcomes of these programs.

**Recommendation:** The decentralized minority programs should be enhanced using a model similar to the University’s Development Office. The roles of central office, school, and unit programs must be clearly defined, and centralized resources, services, and assistance provided in order to achieve enhancement of existing programs.

Centralized resources, services, and assistance should include:

• Providing data about students, including reports that track student progress, give alerts for early intervention and serve other needs of minority programs in the schools. This central data resource should also prepare indicators for benchmarking, trend data, and other information necessary for assessment of progress towards achieving unit and University goals for minority student recruitment and retention.

• Campus-wide advocacy and expertise to offer services and support for minority programs and other activities, such as curriculum transformation or classroom climate interventions.

• Professional development opportunities for minority program directors, including a better understanding of the research about factors critical in minority student success and evaluation and assessment strategies.

• Where appropriate and in cooperation with schools collaborative fund raising efforts for minority programs.

• Activities, events, gathering places, and other university-wide student support functions including advocacy for minority students within the surrounding communities.

• Coordination of programs, activities, and events such as guest speakers, celebrations, performances, panels, and workshops that are currently sponsored by a variety of offices across campus. For example, publication of a diversity calendar and a resource guide to programs and activities would be helpful.

• Development of an orientation experience for all entering and transferring students that includes diversity as a core value of the University and a key component in all students’ education.

**Recommendation:** Minority programs within the schools should be integrated into the schools, have direct contact with the dean and school-wide administration, and have the necessary resources and time to provide services and programs for minority students in the schools.

• Schools should consider transferring responsibility for fund-raising for minority programs to school development officers, thus freeing minority program directors to serve students.

• Minority program directors should have their responsibilities clearly delineated and the resources, status, respect, and cooperation from staff and faculty that they need to accomplish these responsibilities.
• Minority program directors should be able to rely on a central data source.
• There should be opportunities and incentives for minority program directors to share information and collaborate on programs, activities, and assessment.

**Theme 3: Increase the Numbers of Minority Students, Staff, and Faculty Until a "Critical Mass" is Achieved**

The small numbers of African American, Hispanic American, and Native American students, staff, and faculty at Purdue are not unique. They are part of a problem intrinsic to predominately White research universities located away from major urban areas with large minority populations.

Over the years, many recruitment initiatives for minority faculty, staff, and students have been tried, and some have been successful. The Executive Vice President for Academic Affairs has established incentives and assistance to aid efforts in the academic schools to hire and retain minority faculty.

With regard to student enrollment and degree attainment:

• In 1995, the ethnic enrollment at Purdue University, West Lafayette, was 2783 or nearly 10% of total undergraduate student enrollment.
• 10.3% of the Bachelor's degrees awarded in 1994-95 were awarded to minorities: 3.7% to African Americans, 0.4% to American Indians, 2% to Hispanics, and 4.2% to Asian Americans.
• The State of Indiana has a 10% ethnic population; however, university enrollment of certain groups is not always proportionate to state population groups. Black students, for example, are seriously "underrepresented" when college enrollments are compared with the state population.
• Purdue University ranks eighth among the 12 residential institutions comprising the CIC, a consortium of Big Ten Universities and the University of Chicago in total minority enrollments. Across all institutions, Asian Americans are the largest enrolled minority group, followed by African Americans, Hispanic Americans, and American Indians, in that order.
• Purdue ranked seventh among the 12 Big Ten Universities in graduate enrollments in 1995 with a total of 14.2%: 4.5% African American, 0.5% American Indian, 6.4% Asian American, and 2.9% Hispanic American.
• In 1994-95, 22% of Purdue's doctoral degrees were awarded to minorities, ranking it fifth among Big Ten Universities.

**Recommendation:** Continue efforts to increase the numbers of minority students, staff, and faculty through recruitment and retention, keeping in mind the observation, "If you always do what you've always done, you always get what you've already got."
- Define what a “critical mass” would be at the West Lafayette campus, and establish goals for faculty and professional staff hiring and student recruitment to achieve this critical mass.
- Provide a forum for discussing goals and strategies at the deans’ level and above.
- Enhance collaboration with CIC institutions through the Senior Diversity Officers and other networks to generate new strategies and collaborative relationships for achieving these goals.
- Develop University-wide search guidelines and recruitment resources for hiring faculty and administrative/professional staff.
- Aggressively pursue opportunities for hiring minority faculty by providing competitive salaries and resources for start-up packages. Encourage use of funds provided by the Executive Vice President for Academic Affairs.
- Ensure that support systems and mentoring are available to all new faculty (especially minority faculty). Successful recruitment begins with retention of individuals who find Purdue a desirable place to spend their careers.
- Use University resources such as the Academic Bridge and Relocation Assistance Programs to assist new faculty and staff with relocation of families to the community. Pay special attention to unique issues involved in relocating minority faculty and staff to the local area.
- Aggressively recruit minority administrative and professional staff, and hire more minority staff in positions above the entry level.
- Adopt a customer focus to the academic and student life experiences of minority students. Satisfied alumni recruit more students.
- Lessen feelings of isolation through support groups, social functions, and efforts to make minorities feel more welcome in surrounding communities.

**Theme 4: Educate All Students about Diversity through Academic Programs and Student Life**

A significant majority of all students participating in the student survey agreed that learning about people from different cultures is an important part of a college education. In the open-ended questions, students most frequently recommended that all students be required to take at least one multicultural course. Focus group participants described the need for all students to become more knowledgeable about diversity. Participants from the residence halls, in particular, stressed the need for a continuous emphasis upon diversity awareness during the entire first year and beyond.

Examples of efforts to make diversity part of the curriculum for all undergraduate students include:

- School of Education course EDPS 100 about personal growth and development.
- Psychological Sciences course on stereotyping and prejudice.
- School of Liberal Arts Curriculum 2000, African American, Interdisciplinary, and Women’s Studies courses.
Individual faculty in focus group sessions also talked about their efforts to build diversity topics into courses and to ensure classroom interaction patterns that include and value the participation of minority group members. (See pp. 74-77.) The Schools of Engineering and Science have collaborated on a training program for faculty and graduate teaching assistance in creating positive classroom climates for women students.

Activities outside the classroom can contribute powerfully to students' overall education during their time at Purdue. Examples of valuable activities beyond the classroom aimed at all students include:

- Residence hall programming, attitudes, and diversity of staff.
- Selection, training, and customer service orientation of members of the Purdue police.
- Convocations and other programs that emphasize diversity in events, lectures, panels, and informal discussions.
- Martin Luther King Day activities.

Focus group participants also grappled with student life issues. They recognized the value of living and learning in settings characterized by diversity. But they also recognized the need for minority students to have opportunities for sharing their experiences, and getting support and affirmation within their own racial and cultural groups. Focus group participants agreed that minority programs within the schools, minority student associations and organizations, the Black Cultural Center, and other opportunities for social activities are important in minority student retention. At the same time, they recommended more opportunities for building connections among different groups. Minority programs within the schools and other activities and programs, particularly those offered through minority student organizations within schools or elsewhere, provide important opportunities for intragroup connectedness.

The Project Advisory Committee also recognized that both intergroup and intragroup experiences are important, but sometimes difficult to achieve. As one Project Advisory Committee member remarked, "Every time you break out entities you create walls. We need to keep the separate support entities, but also keep the walls down."

**Recommendation:** More inclusion by faculty of relevant ethnic, minority, and global cultural material in curricula with knowledge of global cultures can assist achievement of the goal of having all students at Purdue learn about diversity. These efforts should accompany attention to the classroom climate for all students.

- Create incentives for faculty to engage in curriculum transformation to include more multicultural content and experiments in improving classroom climate.
- Encourage adoption of diversity requirements for attainment of an undergraduate degree in every school that ensures every Purdue graduate is knowledgeable about race, gender, and culture in a global context.
• Develop opportunities for faculty and graduate teaching assistants to learn about classroom interaction patterns that are inclusive of all racial and ethnic groups.

**Recommendation:** In student life beyond the classroom, support for intragroup activities that provide necessary social activities for minority students on a predominately White campus should be balanced with increased intergroup activities and collaboration.

• Emphasize diversity awareness for all entering freshmen and transfer students through orientation programs, residence hall life, and classroom interaction throughout the first year and beyond. Purdue’s core values about its diverse community must be communicated to all its new members.

• Coordinate and publicize speakers, performers, events, and multicultural celebrations that educate students, staff, and faculty about diversity and related topics.

• Provide more opportunities for informal intergroup discussions of diversity and related issues.

• Hire more minority staff in central offices dealing directly with students.

• Create more opportunities for intergroup collaboration among the 580 different student organizations.

• Provide on-campus opportunities for minority student organizations to gather for social and educational events that celebrate their cultures.

**Theme 5: Assess and Evaluate the University’s Programs and Activities on an Ongoing Basis**

Over the years, many worthwhile programs have been initiated at Purdue that embody the campus’s desire to be welcoming and inclusive of diverse members. Minority programs have evolved in each school and in other areas of the campus. Convocations, other events, and speakers have highlighted diversity. But, the effectiveness of these efforts is often not evaluated.

The Barriers to Bridges Project has given Purdue University an important opportunity to undertake a comprehensive assessment of these efforts and to see how effective they are in achieving Purdue’s diversity goals. A key finding from this assessment is the current lack of evaluation of the effectiveness of each minority program and of our overall efforts. We are engaged in many activities about which we know very little in terms of outcomes.

**Recommendations:** Periodic assessment of the results of the University’s many efforts is essential to making improvements:

• Periodically survey student perceptions about diversity and campus environment to see if and how these attitudes change.

• Periodically survey minority and majority faculty and staff attitudes about the campus environment to gain valuable information for improving minority faculty and staff retention.
• Evaluation of minority programs’ contributions to the recruitment and retention of minority students is essential. Every minority program should be evaluated routinely for its success in meeting its goals. Evaluation of outcomes should include: 1) Do the programs produce the desired impact? 2) Are they cost effective? 3) What model of success are program activities based upon? 4) Do program directors have the resources, training, and time to produce successful results?
• Programs aimed at recruitment and retention of minority faculty and staff should be evaluated similarly.

Next Steps: Accomplishing the Action Agenda

The five major themes and key recommendations have been developed by the Project Advisory Committee and the project staff, based on a thorough assessment of Purdue’s current efforts to recruit and retain minority students and improve its campus environment for minority students, staff, and faculty. These themes, with their recommendations, are:

• Enhance Purdue’s environment to improve the experiences of minority students, staff, and faculty;
• Provide centralized resources, services, and assistance to enhance decentralized programs and activities;
• Increase the numbers of minority students, staff, and faculty until a critical mass is achieved;
• Educate students about diversity through academic programs and student life;
• Assess and evaluate the University’s programs and activities on an ongoing basis.

Formative planning leading to the development of these key themes and recommendations has occurred throughout the project. The Project Advisory Committee has met periodically to advise project staff on assessment activities, work with the external consultants, and interpret the meaning of assessment results. Many members of the campus community participated in the assessment activities and contributed their recommendations at that time. A day-long “Managing Diversity” planning activity highlighted and re-emphasized the major themes in this report.

The results of the assessment and the key themes and recommendations provide clear directions for the University to take to enhance its many programs and activities aimed at improving the campus environment and recruiting and retaining minority students. The next steps are to:

• Gather the reactions of the University community to the Barriers to Bridges report, with particular emphasis upon the key themes and recommendations.
• Develop University-wide action plans and campuswide Excellence 21 projects which will result in specific action items and guideposts for schools and units to use in their own strategic planning, Excellence 21 initiatives, and ongoing programs and activities.
• Identify who would be responsible for implementation of these action plans and time frames and resources for completing them.
• Set University standards for what a truly diverse, global community would be, and establish benchmarks to measure progress towards that goal.
• Decide what recommendations or actions could be included in the five-year project on student retention, “Enhancing Undergraduate Commitment, Integration and Persistence,” proposed to the Lilly Endowment.
• Develop action plans within schools and other major units that include goals, timelines, measures of success, and oversight responsibility.
• Evaluate systematically Purdue’s success in diversity awareness and minority student recruitment and retention.
INTRODUCTION

"From Barriers to Bridges: Purdue University’s Plan for Enhancing Diversity" (the Barriers to Bridges Project) was supported by a planning grant from the Lilly Endowment for the purpose of conducting an assessment and developing a strategic plan for enhancing and institutionalizing diversity at the West Lafayette campus. The goals of the project were to:

- Review existing programs and activities for the recruitment and retention through graduation of minority undergraduate and graduate students.
- Assess the environment at Purdue University and its impact upon the recruitment and retention of minority students, staff, and faculty.
- Develop a strategic plan, based upon the results of the assessment and with the full involvement and input from all sectors of the University, that would provide a coordinated focus for enhancing minority student participation and attainment and fostering a climate that values diversity.
- Include in the plan an evaluation methodology and indicators for continuously assessing the effectiveness of Purdue University’s programs and activities for recruiting, retaining, and graduating minority students.

Early in the project, when evaluating these goals and with the advice of the external consultants and the Project Advisory Committee, the decision was made to emphasize assessment of the campus environment as an essential foundation for proposing actions to improve recruitment and retention of minority students, staff, and faculty. The Barriers to Bridges Project team decided a student survey and focus groups would be appropriate methodologies for an in-depth look at the campus climate. The descriptions of people’s real life experiences at Purdue from the focus groups and the results of the student survey provided a much more comprehensive picture of the campus climate and its effect on recruitment and retention. From the results of the assessment activities, we moved directly to the development of an action agenda based upon five key themes. This action agenda can then be built into existing strategic plans and Excellence 21 initiatives. It was decided a separate strategic plan would not be as effective, but systematic evaluation of indicators of progress is a key component of the action plan.

The Barriers to Bridges Project builds upon continuing efforts on behalf of minority student recruitment and retention and other assessments and initiatives aimed at improving the campus climate. The project has enlarged upon the University’s 1988 (Cultivating Awareness and Respect for Everyone) task force, which presented the President with the first report about the campus environment. The C.A.R.E. report was one of the reasons behind the establishment of the Office of the Vice President for Human Relations, which includes directors of offices of Affirmative Action, Diversity Resource, and Women’s Resource. Whereas the C.A.R.E. project emphasized the perceived need for a human relations office, the Barriers to Bridges Project takes the next step to identify and prioritize actions the campus can take to improve its recruitment and retention of minority students, staff, and faculty, and enhance its environment. Other similar initiatives currently underway include the Human Relations Advisory
Committee's report, "Valuing People" (1997), and the work of the Task Force on Women's Issues.

Over the years since C.A.R.E., there has been significant and sustained growth and creativity in programs and activities for recruitment and retention of minority students, staff, and faculty by the central administration, academic schools, student affairs, graduate school, residence halls, and the Black Cultural Center. These programs and activities have contributed greatly to the experiences of minority students at Purdue. But the decentralized nature of Purdue has also led to a certain amount of fragmentation of efforts. Because of decentralization, programs are not necessarily understood in relation to each other, linked to other ongoing initiatives, or well understood campus-wide. It was time for a comprehensive assessment of Purdue's activities with respect to recruitment and retention of minority students, staff, and faculty and the campus climate.

Why Emphasize Diversity?

The Barriers to Bridges Project has been a part of Excellence 21, the University's continuous quality improvement initiative. Purdue recognizes that quality initiatives should focus on what institutions are doing to be responsive to the needs of all constituencies. The quality of the student experience at Purdue and of the campus climate must be measured in terms of how diverse members of the Purdue community achieve their goals and realize the many opportunities Purdue provides. Purdue also recognizes that its competitive advantage among peer institutions is linked directly to the extent it prepares all students to live and work in a global society and to the extent to which its teaching, research, and service activities reflect knowledge about global issues.

If America is to advance economically and technologically it must be able to call on an educated, creative, and competent workforce. Universities prepare students to enter this workforce where individuals who are knowledgeable about and comfortable with a diversity of people and cultures in a global society are increasingly sought by employers.

- More than half of the U. S. workforce now consists of minorities, immigrants, and women.
- By the year 2000, one of every three Americans will be non-white.
- By the year 2000, one-third of workers entering the American workforce will be members of minority groups.

This is the workforce our students will be entering. Those students who are most comfortable and productive in diverse settings will be the most successful.

Many students experience their first opportunity to live and work with others from different backgrounds when they arrive on campuses. There are few places so well-equipped as the campus and few times in life when individuals may be as open to new experiences and changes as during the college years. Educators can teach about diversity and foster conditions that facilitate tolerance and an appreciation of differences.
To examine empirically the question of the impact of diversity on students, Astin (1993) conducted a major national study of undergraduates attending 217 four-year colleges and universities. The study involved 25,000 students who entered college in the fall of 1985 and were followed up four years later in 1989. Pertinent questions included those related to values and beliefs about people of other cultures and races; affect of institutional policies on diversity; faculty role in impacting student attitudes and behavior; and, academic progress and values.

Astin found that emphasizing diversity was associated with widespread beneficial effects on a student’s cognitive and affective development. Positive outcomes of institutional policies and various student experiences regarding diversity were found to be: increased retention; increased satisfaction with the college experience; increased commitment to promoting racial understanding; increased commitment to environmental issues; heightened sense of citizenship; reduced materialistic values; and, commitment to developing a meaningful philosophy of life.

**Key Definitions**

Certain terms used in this report need common definition. These are diversity, campus climate, and institutionalizing diversity.

**Diversity** for this project has been defined according to the full human potential model, which is the centerpiece of the "managing diversity" concept (R.R. Thomas, 1990). Diversity, as used in this report, means:

Inclusiveness, wherein all members have equal opportunity to develop full human potential in an environment in which respect, mutual regard for differences, full participation, and partnership are the norm. Difference may include the full range of human variety including race, gender, age, sexual orientation, religion, physical capability, or other characteristics.

**Campus climate** is defined as:

The total effect of the environment--institutional and community--that influences the experience of those who work or study at the college or university...The campus climate is about perception--about how it feels to be in that community, not simply what happens (Conlèy, 1995).

The concept of campus climate has gained currency as an explanation of differential patterns of student success. A better understanding of campus climate may be a critical element in enhancing diversity in our colleges and universities.

**Institutionalizing diversity** derives from the inclusion versus exclusion thinking:

Institutionalizing diversity involves finding ways and means to encourage and stimulate routine minority use and exploration of all dimensions of the environment, to the point that previously excluded persons begin to feel woven
into the fabric of the institution as valued members who exude a sense of ownership.

Institutionalization of diversity arises from the perspective of inclusion versus exclusion. Minnich (1991) points out that current systems were established while whole categories of people were actively excluded from education, public life, or the economy and that today minorities and women are still underrepresented in many areas of postsecondary education. Questions for today, Minnich asserts, are: “How can people who once excluded others now work and live and learn with them as equals who are not the ‘same’ and are now present in the specific communities that were exclusive?” And, “How can people who were excluded from those communities enter fully and participate as equals bringing their own cultures and identities and interests with them?” Morrison (1994) adds that previous exclusion was practiced for so long that it acquired value as it became customary and routine.

In this report we did not adopt any one terminology for group memberships. This was chiefly due to the large number of references cited and variations among researchers and offices. We found that the terms ethnic, minorities, and members of underrepresented groups were all used to describe persons of African, Asian, Native American, and Hispanic descent. The term minority is used in the arithmetical sense as being descriptive of a group that is not a numerical majority on campus and in no way suggests a “value” statement. Other terms that were found to be used interchangeably were Latino and Hispanic, Black and African American, as well as Native American and American Indian.

**The Assessment Methodology**

A campus climate assessment attempts to discover the relative significance of various factors that contribute to or detract from equitable and high quality experiences, particularly for women and persons from historically underrepresented groups, and institutional experiences and policies that impact the achievement of all students.

In developing the Barriers to Bridges assessment, the California Postsecondary Education Commission model (1992), which identifies major components for examining campus climate, was used. The Commission model uses these components:

- Academic support and service availability
- Student life
- Campus image
- Interaction among students
- Faculty composition and philosophy
- Curriculum content and pedagogical approaches
- Student expectations of the campus prior to enrollment
- Campus leaders' philosophy and implementing practices
- Campus-local community interaction

The Barriers to Bridges Project concentrated on the first four components of the California model, dealing with student support, student life, campus image, and student
interaction. These components were chosen because the project was focused on recruitment and retention of minority students. In the course of the assessment, other components were touched upon but not comprehensively examined, and issues pertaining to the recruitment of minority staff and faculty were also raised.

The assessment used three different methodologies. These are discussed briefly here and presented more fully in the sections devoted to each methodology within this report. Individual, environmental, and outcome elements were threaded throughout the assessment strategies. Individual factors included demographic characteristics, prior contact with diversity, and attitudes/perceptions. Environmental experiences included sense of community and discrimination/harassment. Outcome perceptions dealt with overall satisfaction with the campus experience, self-perceptions of change, and campus initiatives. Varying emphases were placed on these elements, depending on the assessment method. Essentially we wanted to learn about participants' attitudes about diversity, their campus experiences, and their recommendations for enhancing the campus climate.

**Minority Programs Review:** The minority programs review looked at the recruitment and retention of underrepresented students. A written profile (adapted from Laura Rendon’s work) was completed by the directors of minority programs. The review of minority programs sought to determine the scope and efficacy of minority student recruitment/retention initiatives, attitudes of program participants, and recommendations for improvement. These reviews documented the various programs and activities in the academic schools, admissions office, and graduate school. In addition, prior to the commencement of the Bridges project, minority program directors had been interviewed individually. Results of these interviews were used in the Review of Minority Programs.

**Student Survey:** The survey titled "Diversity at Purdue" was sent to 1374 non-minority and minority students with a return rate of 47.1 percent. The survey incorporated nearly all of the elements of the conceptual framework: attitudes/perceptions, campus experiences, and outcome perceptions. Useful surveys were returned by 647 students.

**Focus Groups and Interviews:** Twenty-two focus groups were conducted by four external consultants. Participants included: minority students in general, students directly involved in minority programs, APSAC (administrative and professional staff) members, CSSAC (clerical and support staff) members, campus police officers, staff from the Office of Dean of Students, Black Cultural Center staff, minority program directors, residence hall managers, minority faculty, Caucasian junior and senior faculty, academic department heads, deans, and vice presidents. Individual interviews were held with the President, two Executive Vice Presidents, the Vice President for Research and Dean of the Graduate School, the Vice President for Student Services, the Acting Dean of Students, and other selected faculty, students, and staff. In addition, the project director led a discussion with students enrolled in “Prejudice and Stereotyping,” a psychology course enrolling approximately 150 students.
Relevant Information about Purdue University

In 1995 the West Lafayette campus had an undergraduate enrollment of 27,982 students. Data from the Office of the Registrar show that the proportion of students representing ethnic groups had doubled since 1977, when ethnic enrollment totaled 1,389 (4.6 percent of total enrollment). By 1995, the ethnic enrollment had reached 2,783 or nearly ten percent of the total undergraduate student enrollment.

The State of Indiana has a 10 percent ethnic population; however, university enrollment of certain groups is not always proportionate to state population groups. Black students, for example, are seriously "underrepresented" when college enrollments are compared with the state population.

Minority Student Recruitment: To compare Purdue's minority enrollment with those of other Big Ten Universities, we used data from the Committee for Institutional Cooperation (CIC), a consortium of the Big Ten Universities and the University of Chicago. When the 12 residential institutions are looked at, Purdue is seventh in the total minority enrollment. Across all institutions, Asian Americans are the largest enrolled minority group, followed by African Americans, Hispanic Americans, and American Indians, in that order. When minorities are counted as a percentage of total enrollment, Purdue-West Lafayette ranks ninth. Only Indiana University, the University of Wisconsin-Madison, and the University of Iowa have smaller minority enrollment rates. (CIC data are contained in Appendix A.)

Purdue University supports a number of recruitment initiatives. Examples are:

Office of Admissions
★ Top Five Sophomore/Junior Program, high school outreach
★ Purdue Early Review, high school seniors' early admission initiative
★ Introducing Purdue University, residential, for admitted minority students and their parents
★ Minority Student Peer Counseling, calls, letters from enrolled students to prospective students
★ Experience Purdue Summer Internships, for school teachers and counselors
★ The Hammond Partnership, campus visits for young, African American males
★ REACHE, motivational, informational sessions in urban schools

School of Agriculture
★ NSF Young Scholars, residential, high school sophomores and juniors
★ Outreach to Chicago High School of Agricultural Sciences, residential
★ GATE, involves minority professionals in high school recruitment

School of Consumer and Family Sciences
★ Summer Session for minority high school students, residential

School of Education
★ Project RAMS, high school outreach, residential
Schools of Engineering
- Engineering Preview, for admitted minority students
- Minority Introduction to Engineering, residential, for high school students
- PREFACE, residential for high school students
- PROMISE, residential, high school juniors and seniors
- 7th and 8th Grade Summer Workshops, residential
- Target Cities Luncheons, in the Midwest and Puerto Rico
- Teacher-Counselor Workshops, junior and senior high school, residential

Graduate School
- Historically Black Institution Visitation Program, college students, residential

School of Management
- Business Opportunity Program, summer program for admitted students

School of Science
- Minority Honors Research Program, college students, residential
- Biological Sciences Community Outreach, high school students, on campus
- MARC/AIM, college juniors and seniors, residential
- Minority Summer Science Program, high school sophomores and juniors, residential

School of Technology
- Minority Technology Association High School Weekend, residential
- Technology 7th and 8th Grade Summer Program, residential

Minority Student Retention: The Indiana Commission for Higher Education (CHE) compares graduation rates for Indiana public postsecondary institutions. The findings of the six-year tracking study of baccalaureate degree seekers (1989-90 through 1994-95) show Purdue-West Lafayette to be significantly above average in graduation rates. According to CHE data, the average state graduation rate among the baccalaureate institutions was 51 percent in 1994-95. As it can be seen in Table 1, Purdue rates exceeded this figure for all categories of students. The rates for Whites and Asians is significantly above the average.

Though lagging behind White and Asian graduation rates, the Black graduation rate at Purdue of 54 percent is encouraging when compared with the state (and national) average.

Table 1. Six Year Baccalaureate Completion Rates by Race
Indiana Public Institutions, 1989-90 through 1994-95

<table>
<thead>
<tr>
<th>Group</th>
<th>Purdue U W, Laf</th>
<th>Indiana U Blington</th>
<th>Indiana State U</th>
<th>U. So. Indiana</th>
<th>Ball State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>54%</td>
<td>34%</td>
<td>14%</td>
<td>--</td>
<td>34%</td>
</tr>
<tr>
<td>American Native</td>
<td>56%</td>
<td>63%</td>
<td>17%</td>
<td>--</td>
<td>100%</td>
</tr>
<tr>
<td>Asian</td>
<td>76%</td>
<td>73%</td>
<td>29%</td>
<td>--</td>
<td>53%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>52%</td>
<td>58%</td>
<td>22%</td>
<td>--</td>
<td>58%</td>
</tr>
<tr>
<td>White</td>
<td>72%</td>
<td>72%</td>
<td>37%</td>
<td>29%</td>
<td>62%</td>
</tr>
</tbody>
</table>

of 25 percent. It is an indication that something positive is occurring at Purdue. Purdue’s rates for Native American and Hispanic American students are also above the state averages. The Purdue minority student graduation rates indicate opportunities—and need—for further study. There is also need for further study of the reasons for the attainment gap which persists for Black, Hispanic, and Native American students.

The University’s own six-year retention study (1987-88 through 1993-94) breaks out degree attainment by student "academic quality," defined by high school class rank. As would be expected, students who entered the University in the upper third in quality had higher graduation rates than those in the lower two-thirds: 72 percent compared to 54 percent. However, when minority students are looked at separately, this trend breaks down.

Table 2 shows the percentage of the minority student cohorts who entered the University in the upper third in quality. The figures in the quality rank column indicate the percentage of students of the entering cohort who had upper third class rank in high school. The proportions of entering upper third Asian and African Americans students is greater than for all other groups. (Information such as this, particularly as applied to Black students, is useful for dispelling the myth of the admission of large numbers of "unqualified" or "affirmative action" minority students.)

While Asian and "all" students had graduation rates corresponding to admission quality ranks, Black students showed significant negative discrepancy between quality rank and degree attainment. Further, American Indians and Hispanic Americans had degree attainment rates exceeding quality ranks. These data underscore the need for more research in student persistence and attainment.

These outcomes could result from quality of high schools attended, or from perceived differences in study habits or other personal attributes. Environmental issues such as racism in grading could also be contributing factors. There is empirical documentation that race may be an indicator of college grade point average. Research has shown that White students have higher college grade point averages, even if their Black counterparts have equal SAT scores, high school grade point averages, and social and personal characteristics (Nettles, 1988). The critical issue here is that we do not know why these attainment differences occur.

Table 2. Comparison of Upper Third Quality Rank and Degree Attainment by Ethnic Groups, 1987-88 through 1993-94

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Upper Third Quality Rank 1987</th>
<th>Six-Year Graduation Rate 1994</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian American</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>African American</td>
<td>72%</td>
<td>54%</td>
</tr>
<tr>
<td>American Indian</td>
<td>60%</td>
<td>83%</td>
</tr>
<tr>
<td>Hispanic American</td>
<td>58%</td>
<td>65%</td>
</tr>
<tr>
<td>All Minority Students</td>
<td>71%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Source: Purdue University, Office of the Registrar, Undergraduate Student Retention Report, West Lafayette, Fall 1993-94.
Retention Initiatives: The academic schools also have many programs aimed at retention of minority students. Examples of current minority student retention initiatives are listed below. These programs will be discussed more fully in the Review of Minority Programs.

School of Agriculture
• Minorities in Agriculture, Natural Resources and Related Sciences, association for enrolled minority students

School of Consumer and Family Sciences
• CFS AHANA, association for enrolled minority students

School of Education
• Minority Student Education Association

Schools of Engineering
• National Society of Black Engineers, student association
• Society of Hispanic Engineers, student association
• Society of Native American Engineers, student association
• ENG 180, Minority Engineering Student Seminar, skills course for enrolled minority students

School of Liberal Arts
• Edge on Success, Summer Program for Admitted Minority Students
• Study Seminar for Minority Students--Learning, 3-credit course for "at risk" students

School of Management
• Society of Minority Managers, student association

School of Pharmacy
• Student National Pharmaceutical Association
• STARS, 1-credit skills course for enrolled minority students

School of Science
• Association of Minority Science Students
• Science 100B, study skills course for incoming minority students

School of Technology
• Tech 100, 1-credit skills course for incoming minority students
Minority Faculty, Staff, and Administrators: The following figures show the representation of minorities among Purdue faculty and professional staff.

Figure 1. Number of Minority Faculty at Purdue between 1985 and 1995

Source: Purdue University Affirmative Action Office, Number of Minority Faculty 1985-1995 (1996)

- In 1995 minorities represented 10.9 percent of 1,685 total ladder rank faculty. Asians, at 7.8 percent, account for the largest proportion of minority faculty, followed by African Americans (1.5 percent), Hispanics (1.4 percent), and Native Americans (0.2 percent).

- Since 1990 there has been an increase in total minority faculty, from 129 to 184 in 1995.

- The “Bridges Program,” a partnership between the Executive Vice President for Academic Affairs, deans, and academic departments, is designed to encourage and enable the hiring of more minority faculty.
In 1995 Asian Americans had the greatest rate of minority representation in executive, managerial, and professional positions. Minority rates were: Asian 5.2 percent; Black 2.96 percent; Hispanic 1 percent; and Native Americans 0.28 percent.

The University has recently made key administrative appointments which include the Vice President for Human Relations and the Vice President for Research and Dean of the Graduate School.

Examples of other diversity initiatives include:
- The African American Studies and Research Center and the Women’s Studies Programs as part of the School of Liberal Arts.
- Curriculum 2000, which contains required diversity courses for all Liberal Arts undergraduates.
- Donation of land and one million dollars for a new Black Cultural Center.
- Systemwide antiharassment policy implementation.
- Development of a campus diversity education program.
- Martin Luther King Day of commemoration and education for faculty, staff, and students.

Other examples of initiatives within various units of the University are cited throughout this report.
MINORITY PROGRAMS

Primary responsibility for the recruitment and retention of minority students at the West Lafayette campus is housed in minority programs in nine of the ten academic schools, the Office of Admissions, and Graduate School.

The purpose of this review of the minority programs was to determine the relative status of these programs within their units and on the campus as a whole, to discover elements of the programs relative to each other, or to some national standards that have been successful and may be replicated elsewhere on campus, and to discover program components that may need to be strengthened.

This review focused on program design and implementation, and the perceptions of those involved in the program. The review did not evaluate individual programs. We wanted to alleviate any fears on the part of individual program directors that this review could be construed to be an evaluation of their performance. Also, programs differ in available resources, goals, and objectives so they cannot be compared.

Minority program directors were identified in the Schools of Agriculture, Consumer and Family Science, Education, Engineering, Liberal Arts, Management, Pharmacy, Science, and Technology. The School of Veterinary Medicine did not have a minority program at the time of the review. Directors in the Office of Admissions and Graduate School were also included, though these units focus on recruitment only. Minority programs in these units are the subject of the review reported in this section of the report.

Background Information and an Overview of the Richardson and Skinner Model for Institutional Intervention

A considerable body of literature exists on minority -- particularly African American -- college students. Research informs us that students enter higher education institutions with various attitudes, behaviors, and pre-college characteristics. Therefore, each student perceives the institution in ways related to his or her background. A preponderance of findings indicate that minority students on predominantly White campuses perceive them to be alienating and isolating.

Transition to college life has been found to be more difficult for students from low economic backgrounds, who encounter more negative experiences on campus than do more advantaged students. Minority students also encounter complications related to separations from previous environments. These students often experience frustration when they are expected to assimilate to another cultural standard. These factors ultimately lead to unacceptably high attrition rates. The need to counter the effects of difficult campus climates and relatively low minority student attainment has driven the creation of special support programs for the students (Harris & Nettles, 1994; Koblack, 1992; Youn, 1992).
Inadequate attention has been given to the assessment of minority intervention programs by researchers. Frequently, programs have been hurriedly designed in reaction to glaring needs before obtaining an adequate understanding of complex social, emotional, and academic interrelationships. Additionally, some programs persist for long periods of time with little attention given to their effectiveness in helping minority students overcome barriers that lead to high attrition rates.

Purdue University's review of minority programs is based upon the Richardson and Skinner Model for Institutional Intervention, which describes three stages of development.

**Stage 1 (Reactive Stage):** An institution at Stage 1 emphasizes increased minority enrollments through recruitment, financial aid, admissions, and scheduling. These interventions are typically initiated without any systematic planning.

**Stage 2 (Strategic Stage):** Stage 2 has more comprehensive and better coordinated interventions than those in Stage 1. Characteristics of Stage 2 include longer-term outreach and collaboration aimed at expanding the pool of minority high school graduates; transition programs to help students prepare for college work and reduce the cultural shock of transition to campus; mentoring, advising, and career exploration; and systematic efforts to help minority students feel comfortable in the social environment through publications, cultural programs, designated gathering places, and other initiatives. Minority professionals in student affairs are hired to staff intervention programs and provide role models. There are two primary objectives at Stage 2: change the students so they are a better match for the institutional environment, and change the environment to make the institution less difficult to negotiate for students who may differ in preparation or skin color from other students.

**Stage 3 (Adaptive Stage):** In Stage 3, leaders recognize that the efforts of the minority program professionals must be augmented by faculty involvement and changes in academic practice. Stage 3 institutions establish comprehensive learning assistance programs and services for all students not just targeted minorities. Attention is focused on providing services and programs according to student need, rather than race or ethnicity. The curriculum is revised to reflect the contributions of minority cultures in American life. All students are encouraged to develop sensitivity to the minority experience. Stage 3 institutions are diverse in composition and outlook, valuing their multicultural status as a strength rather than viewing diversity as a threat to quality.

(A more complete description of this model is contained in Appendix B.)
Methodology

The review of minority programs required the completion of a ten-page "Purdue University Profile of Minority Programs." The original form was provided by consultant, Laura Rendon, and modified for use at Purdue. (The profile form may be found in Appendix C.)

The profile was designed to provide an overview of the programs. An initial problem was that nearly all of the schools reported having several minority programs, ranging in number from 2 to 12. Directors were then advised to provide complete information for what each considered to be the major, or primary program. Eventually, all activities within one school were viewed as one program, with several components. Looking at programs in this manner had three enabling features. First, it was possible to obtain more coherent information by focusing on major components. Second, it facilitated application of the Richardson and Skinner model. Finally, it encouraged those responsible for program development to take a comprehensive view of how all necessary parts of a program "fit" together. The profile solicited information about program longevity, source of funding, purpose, problem(s) addressed, staffing, description of program activities, student tracking, and evaluation.

To facilitate data collection, each of the 11 units was asked to identify a project liaison person to complete the profile. In most cases, this was the minority program director. Two of the 11 units under review did not submit a completed profile form. For these units, information was gleaned from data on file, and from the University's directory of minority programs ("Directory of Outreach and Support Services for African Americans, Asian Americans, Hispanic Americans, and Native Americans," Purdue University, 1994).

Letters were mailed to program directors and selected students outlining the project purpose and seeking their participation in interviews and/or focus groups to ascertain their perceptions of and feelings about the minority programs, and the importance attached to them by students, faculty, and staff. Unit liaisons helped to identify focus group participants. Most of the focus groups were led by the four external consultants to the project. Other discussions and interviews were led by the project director and the graduate assistant. The results of the interviews with minority program directors and students in minority programs are reported in the section of this report about Focus Groups.

Program Characteristics

Based on the profiles, a summary of general characteristics of minority programs follows:

Program Staff: Staff responsible for the minority programs have a variety of titles including: minority program director, coordinator of special programs, coordinator, academic advisor, coordinator of minority programs, director of minority programs,
senior assistant director, and senior program manager. For consistency, we have referred to these professionals as “program directors” or “directors.” Minority program directors have varied locations within their units. Three directors report that their programs are part of academic departments, and three report being in student services areas in their units. Others are administered by offices of deans or vice presidents.

Eight of the directors work full-time with their respective programs, while three give part-time attention to programs. For the majority of programs, the staff consists of one full-time director and secretarial support, either full- or part-time. Three programs are administered by part-time staff. In one school, there appear to be two staff members, in two different offices working on the program part-time.

Most directors hold a master’s degree, one has a doctoral degree, and another is pursuing doctoral studies. Seventy-three percent of the program directors are Purdue graduates. Also, a majority of the directors are from urban centers of Gary, Hammond, and East Chicago in Northwest Indiana.

Funding: Funding for the programs comes from three sources. Three programs receive institutional support, another three are supported by a combination of institutional and external funds, and three are totally dependent upon grants and corporate gifts. Most programs appear to depend upon a combination of institutional and external funding. This is especially true of high-cost residential components, which bring potential recruits to campus for extended stays.

Students Served: The number of students served annually by each program ranged widely, from about 30 to more than 1,000. These variations in numbers of students served is attributable to several factors: newness of the program, relatively small minority enrollments in some schools, program purpose, or incomplete record keeping.

Most minority programs target African American, Hispanic American, and Native American students, while a few include Asian Americans.

The programs range in age from 2 to 27 years in existence.

Program Objectives: Objectives for the programs were clearly defined and encompass three different types. Some program objectives are to recruit, retain, and graduate minority students. Other programs emphasize a pre-college orientation to promote awareness of career opportunities and to encourage students to enter the programs. A third set of objectives is to ease the transition to college for incoming students and to provide social interaction and support. This last objective is characteristic of the one school that serves only enrolled Purdue students. In one program where a faculty member administers a minority grant, the objective is to encourage minority college students to continue studies to the graduate level.
Responses to the inquiry regarding the "problems addressed by the program," were not so clearly stated. Four directors did not respond to this item. Others reiterated objectives of providing support and increasing awareness of opportunities in particular fields. Other identified problems included: student preparation and competency levels, affective, non-cognitive concerns, and professional development for minority program directors.

**Recruitment:** After program planning, the next important program function is to identify and recruit potential students. The program directors utilize a number of strategies for pool identification and recruitment. Directors visit middle schools, junior high schools, and high schools providing college information and motivation. There was also mention of involving alumni in recruitment, direct mailings to potential students and attendance at college fairs. The recruitment program within the Graduate School involves collaboration with historically Black colleges and universities (HBCU’s). Two schools report hosting luncheon meetings in many parts of the United States and in Puerto Rico.

A popular recruitment tool for eight program directors is the campus visit for potential students. Each school brings to campus middle and/or high school students for residential experiences ranging from two days to seven weeks. During the shorter visits, students may attend presentations by faculty and staff members, tour the campus, visit the Black Cultural Center, participate in hands-on projects, attend cultural events and receive academic and financial aid information. One of the oldest and most comprehensive programs has four summer residential components including a two-week program for junior high school students that features exposure to the field, hands-on projects, laboratory tours and presentations by University officials. Three other components are for high school students (with one targeting females) and range from three days to two weeks. In addition to the above, activities may include computer instruction, industry tours and career-related workshops, seminars and panels. Another program brings teachers and counselors to the campus for tours, faculty presentations and laboratory experiences.

**Retention:** A strength across all of the schools is the attempt to operate at the Stage 2 level described by Richardson and Skinner. The directors clearly are aware of the need to build bridges between schools and the university, and to provide retention services once students arrive on campus. Retention efforts vary from three-day orientations to semester-long courses. Two schools describe special orientations, one of which is an eight-week, summer, preentry program for up to 50 accepted students. In this program, students take courses in math, English, communications and computer science.

Four schools offer sixteen-week, one-credit courses for new minority students. The courses usually include instruction in study skills, transition to college, managing stress, and an overview of the school curriculum.

Almost all of the schools have a minority student association. One school has separate associations for Black, Hispanic American, and Native American students. These associations provide students with the opportunity for affiliation and social support.
Associations may engage in tutoring, mentoring, cultural activities, fundraising, outreach to schools, field trips, retreats, and service projects. Many may also include professionally-related activities such as resume preparation, mock job interviews, co-ops, and internships.

**Evidence of Success:** Directors were asked what evidence they have that demonstrates program effectiveness and success. Six of the nine program directors reported that they have no such data. Of the remaining three schools, one reported tracking graduation rates and entry into graduate or professional school. Another keeps records of grade point averages, graduation rates, job placement, and data on students who leave the program without completing it. The third school maintains longitudinal data on both minorities and women for enrollment, retention, graduation, and continuation to graduate school. No school reported having assessment data on the success (or lack thereof) of the various program elements or other evaluative information about the programs themselves. An encouraging exception is in the school where the director reportedly is engaged in comparing students who participate in the minority program activities with those who do not.

**Faculty Involvement:** Only two directors described specific faculty interactions with minority programs. In these schools, individual faculty members have obtained external grants that they administer. It is assumed that in the schools offering 16 week transition courses some faculty involvement occurs. Schools need to acknowledge the important role played by faculty in student success. As Korbark, (1992) observed:

> “Many successful minority student retention efforts make it patently clear that success cannot be achieved without including proactive faculty... (A) supportive services plan which simply adds a counselor and a few tutors to the... division or school will not succeed because such a program is on the periphery of the academic arena. A core of committed faculty who work as a team with a counselor and other support personnel... is needed to build the kind of program that will affect both the institution and the students.”

**The Admissions Office:** The Office of Admissions has a program targeting African American, Hispanic American, and Native American students. The program is staffed with a director, assistant director, secretary, and graduate student. In addition, twenty University students communicate with prospective recruits. The program is institutionally funded and has approximately 1400 annual contacts with junior and senior high school students.

The program aims to impress upon minority youth the need for a college education. It familiarizes students with the University, introduces minority students to career opportunities, and helps them prepare for college. Extensive collaboration with teachers and counselors helps identify potential students. Office activities include on-site assistance at high schools, providing individual assistance to help students complete the University admissions application, and bringing prospective students to campus.
After potential students are admitted to Purdue, they and their parents are invited to spend a weekend on campus meeting faculty and staff and participating in cultural events, workshops, and other activities. Admitted minority students also receive letters and telephone calls from University students working with the Admissions Office.

The Admissions Office also has a summer internship for five selected teachers, counselors, or administrators from high schools in urban centers to familiarize them with the University.

**The Graduate School:** Minority programs aimed at graduate recruitment are housed in the School of Graduate Studies. Program objectives include: encouraging target students to pursue graduate education, informing students of opportunities and increasing the University’s minority student enrollment. The program is staffed by a full-time director with secretarial support.

The program director collaborates with eleven HBCU’s, which identify honor graduate students. The director annually visits these institutions, as well as selected colleges in Puerto Rico. Selected students then visit Purdue for several days of meetings with faculty, staff, and students, and participation in social activities.

The availability of student fellowships is key to the success of the recruitment effort at the graduate level. The director solicits funds from a variety of corporations and foundations.

The director maintains documentation of program outcomes. Records on enrollment of various minority group members in graduate programs and student outcomes such as retention, graduation, job placement, and continuation to other programs are maintained by the director. Data are also kept on the number of students who have attained master’s and doctoral degrees at Purdue. In the nine years of the program’s existence, total minority enrollment growth outpaced the overall University graduate enrollment.

**Minority Program Directors’ Attitudes and Perceptions**

Nationally, a common thread seems to bind a large number of minority program counselors and recruiters at predominantly White universities. Mercer (1992) found that these professionals often feel overburdened by the multiple roles they are required to play. These include recruiting students and developing programs, while also serving as parent, financial aid advisor, mentor and friend. In seeking to establish comfort zones for their students, these counselors note that they must strive to balance their needs with those of the institution. Compounding these challenges is the perception that these professionals are marginalized at their institutions. Because they are called upon to deal with all minority issues, and because their activities are specialized, they are often overlooked for promotion. Relatedly, their myriad responsibilities are often not included when job performance is assessed, as institutions fail to validate that what they do is important.
Many of these themes are repeated among Purdue's minority program directors. There is consensus among the directors that their respective school deans are committed to the minority programs. However, many feel that this sense of commitment is not necessarily diffused throughout their schools among faculty and staff. Another overarching concern among Purdue's directors is to be respected and appreciated for what they do. Directors assert that their work requires them to greatly exceed a 40 hour week and speak to the many demands of their job.

Some directors expressed the need for orientation to their jobs and their units early in their employment at the University. They felt they needed to know more about the administrative structure of their department and the University, and their place within that framework. Additionally, some directors felt that they would have benefited from having a clearer picture of their job expectations early in their employment.

Directors expressed not always having a clear sense of their "niche" within their respective units. Experiences contributing to feelings of marginalization include: having to explain the need for, and purpose of particular programs, difficulties in obtaining enrollment data from the Registrar's Office, and not being included in meetings with, or introduced to, key people in the school or unit.

Part of the lack of appreciation for their work, some directors believe, emanates from the perceived status of students in the minority programs. It is reported that among some faculty and staff, questions arise as to why minority students receive "special privileges." Minority program directors observed that while many faculty members are supportive, too many others have low expectations of minority students.

Directors also emphasize the need for more program resources. Their funding is provided by the dean and from directors' fundraising activities. Directors expressed the desire to apply for more grants in order to secure additional funding, but said they had limited extra time to write grant proposals. Some felt they were not supported by departmental faculty and staff in developing proposals.

Most directors spoke of the need for more staff support, particularly the services of a secretary and graduate assistant. Additional staff and resources would be used for summer programs, student retention activities, professional development, and outreach activities in elementary schools. Directors would also like to have more merit-based scholarships in order to compete with other universities in recruiting outstanding students.

The directors strongly believe in the positive impact of their programs, though much of the evidence they cited was anecdotal.

Some directors observed that there is mild competition across the schools, particularly when some recruitment/retention programs are viewed as models. While these programs
and the work of their directors is commended, some directors feel that it is unfair to compare programs across schools, because of differences in size and resources.

Minority program directors made these recommendations for enhancing diversity:

- Provide more training for supervisors and managers University-wide to sensitize them to differences and improve their people skills.

- Commit more resources to minority recruitment/retention programs.

- Require all University students to take a multicultural course.

- Publicly express appreciation, and exhibit a valuing and welcoming of diversity at all administrative levels.

**Comments from Student Participants in Minority Programs**

Overall, students value the minority programs for promoting affiliation among students like themselves, who are dealing with common problems and who are able to lend support to one another. Other values cited were opportunities for social activities and release from pressures. The program directors provide students with "someone to talk to." One student commented, "She is always there for the students. We have weekly meetings. She even reviews the papers I write. I don't see how she can do all this stuff and still get...work done in her office. She has so many responsibilities and that helps us look up to her."

The minority program directors are often credited with being the persons who have contributed to student persistence, as exemplified by this statement from a student, "I mean, there's been times when I come in here crying and don't know what to do... and she pushed me, and that's why I'm still here. And I'm almost finished now."

Student recommendations and observations regarding diversity include the following:

- "Socially, we're lacking... a lot of weekends we're just sitting around and don't have anything to do." Another student raised the need for a place to have parties where they don't have to leave at 1:00 a.m.

- More activities relevant to our culture -- concerts, plays, dance groups.

- More financial aid.

- Increase growth in the Black Cultural Center.
• And finally, one student commented, “All the changes the University is trying to do for diversity on this campus... I would like for them to be doing out of sincerity... and of being sensitive to others' needs. So I hope that they are doing it to cater to sensitivity towards minorities and not just for numbers and politics.”

(More information about the attitudes and perceptions of the minority program directors and minority students is included in the section on Focus Groups.)

Summary

Though the directors' dedication to their students and programs is evident, the review indicates the need to strengthen some programs. Nearly all of the programs attempt to operate in Stage 2 of the Richardson and Skinner model; however, few are as holistic or comprehensive as that model specifies. There appears to be a direct correlation between program longevity and comprehensiveness. The school programs which are usually held up as models -- engineering, management, and science -- are 8 to 27 years old. The directors of these programs apparently have achieved success in identifying student pools, and funding sources, and have gained experience in implementing recruitment, transition, and support components of programs.

Newer directors are at a disadvantage in having little or no formal training in some areas for their jobs and having to learn by trial-and-error. Program development is also hampered by unclear job descriptions and lack of attention to the basics of program development, beginning with collecting necessary data and setting appropriate, realistic goals. This observation is based upon directors' responses to the profile item, “What is the problem addressed by the program(s)? Be as specific as possible.” Overall, responses were general, as opposed to statements of specific issues as the “pipelines,” student preparedness, knowledge of opportunities, negotiating “the system,” student dropout and underachievement, valuing diversity, and the like.

The program review also shows that a significant portion of minority students do not participate in the schools' minority programs. More needs to be known about the non-participants. Why do some minority students choose to participate in the programs while others do not? Is there a difference in outcomes between the students who participate and those who do not? What are the perceptions of non-participants of minority programs?

A majority of the programs do not have program evaluation and assessment. These are key parts of program planning and should be built in at the beginning, not only to gauge program effectiveness, but also to help others understand the need for, and importance of the initiatives. Directors feel that their programs are successful, but the supporting evidence is generally non-existent.

Program development would be strengthened by school-wide participation, particularly among faculty. Too often, minority programs have an add-on quality that tends to marginalize them. Many directors noted that only their deans are very supportive -- or
even aware of -- their programs. Minority student success should not be the sole responsibility of the program directors, but should be shared by faculty and staff within the school. To further strengthen the programs, there needs to be a clear connection to the school’s mission and goals.

In consideration of the issues raised above, the following recommendations were offered:

1) **Appoint a centralized University office to assist program directors in developing, implementing, and assessing programs.**

   A centrally located office could assist in connecting University goals to program development within the schools. This office could assist directors -- particularly newer ones -- in program design, including research, identifying goals and objectives, and program assessment. A central office could also facilitate inter-school cooperation, enabling less experienced directors to learn from the more experienced. Such an office could also serve as a resource center and offer professional development workshops, and provide other services.

2) **Involve faculty to a greater extent in the minority programs.**

   A large body of research shows the critical role that faculty members play in student attainment. Students who interact frequently with faculty are more likely to be satisfied with their educational and personal development than those who do not. Student retention, attrition, and attainment are campus-wide concerns that need to be addressed by the total University community.

3) **To the extent possible, include all minority program directors in “Excellence 21” initiatives.**

   The University is currently engaged in “Excellence 21,” a continuous improvement effort. It is intended to streamline processes, improve services, and enhance student learning experiences. Diversity initiatives must be viewed as an important part of “Excellence 21.” Including minority program directors offers many benefits, including helping directors feel that they are an important part of the institution and providing them with opportunities for professional growth.
STUDENT SURVEY

The major purpose of the student survey study was to better understand factors that foster or inhibit making diversity an intellectually challenging and broadening experience in the University community. Empirical evidence at the West Lafayette campus concerning the climate for diversity is limited. Though other campus studies have included a few diversity-related items, most diversity assessment has been informal. We believe this student survey to be the first campuswide study of campus climate from a student perspective.

This student survey focused on students' perceptions and experiences with respect to diversity and explored differences and commonalities among students of different backgrounds.

This section of the Barriers to Bridges report provides an overview of students' perceptions and experiences on campus and their recommendations for enhancing diversity. As with all summaries, the data required simplification. For example, group comparisons are limited to racial/ethnic groups and do not include those for disabilities, gender, sexual orientation, or status as an international student. In addition, rather than attempt to report on all of the questionnaire items, a few key items have been selected for analysis here. (The survey instrument is in Appendix D, and a complete set of tables is in Appendix E.)

Components of Student Survey

The student survey had several components. The survey sought to discover how certain student characteristics affected their approach to diversity, and to learn about students' diversity experiences on campus, student perceptions of the outcome of diversity experiences, and how the University might best approach enhancing diversity experiences. Three categories of variables were identified: individual factors; environmental experiences; and outcome perceptions. These elements are described below.

Individual Factors

Demographic characteristics: Characteristics such as race/ethnicity, gender disability status, status as an international student, and sexual orientation may affect how students experience diversity on campus.

Prior contact with diversity: Students come to the university with differing experiences that might be correlated with how they approach diversity on campus.

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1Michael Schlehuber, graduate research assistant, prepared the tables contained in this summary and in Appendix E. Miriam Delphin, graduate assistant, prepared the analysis of the open-ended questions that were part of the student survey.
Attitudes and openness: Attitudes, including openness to differences, affect whether or not students engage in many opportunities available to them on campus.

**Environmental Experiences**

Not all students experience and evaluate the campus environment the same way when they arrive. The survey sought to better understand those campus experiences that are significant in defining the students’ experience for diverse groups of students. Major categories of experiences that were examined were community and harassment:

Community: To what extent do students experience the campus as a community? This includes the concept of “fitting in,” whether students feel they must change some of their characteristics in order to feel accepted on campus.

Harassment: Students potentially experience harassment on campus and/or witness harassment and take action against it. We wanted to know how diverse populations experienced harassment on campus.

**Outcome Perceptions**

Three variables were chosen to reflect some of the primary outcomes:

Overall satisfaction: The ways in which students’ individual characteristics, combined with their campus experiences, were related to their overall satisfaction as a student.

Self-perceptions of change: This related to student attitudes concerning diverse groups and how their attitudes may have changed during their time on campus.

Campus initiatives: How students thought the University might further address diversity issues.

**Methodology**

A national electronic mail network on assessment was tapped in search of survey material from other universities on the topic of diversity. Several campuses responded by sending copies of their instruments. This survey reflects the influence of several of these earlier instruments, particularly those from the University of Minnesota, Stanford University, The University of California at Los Angeles, and Memphis State University.

The project director developed draft instruments that were reviewed and critiqued by members of the advisory committee, external consultants, selected faculty members, and the staff at Purdue's Social Research Institute (SRI), which administered the survey. A 163-item instrument was deemed suitable for our purposes and was pilot tested by students selected by the SRI.
Survey Sample

Due to the subject matter of the study, it was especially important to obtain samples of student groups on campus that are traditionally underrepresented. Standard random samples of the student body would not yield sufficient numbers of students in important subgroups for the study. Thus, it was necessary to employ a multi-level, stratified sample, taking random samples inside designated subpopulations. Samples were drawn from student files by the Office of the Registrar using total student enrollment as the sampling frame. The designated subgroups, or strata, were ethnicity (i.e., self-described African American, Asian American, Caucasian, Hispanic and Native American), disability, and citizen status.

The American Indian sample is actually the entire population of that group on campus. It must be noted that there is ambiguity regarding who is a Native American. For example, some persons self-describe as Native American because they were born in the United States. It has been suggested that the true Native American or American Indian enrollment at West Lafayette is approximately one-third of the self-identified population.

The process of multi-level stratified sampling provides for an accurate view of differences taking place within given subsamples and the ability to compare sample groups with others. Because of the homogeneous make-up of the student population at West Lafayette, this sample should not be construed as being representative of the total student population. Inference should be reserved to making judgments about the sample or subgroups as a whole.

Survey Administration and Analysis

The survey was conducted during the spring 1996 semester on the West Lafayette campus. Questionnaires were mailed by SRI during the week before spring break in February. Each of the 1374 questionnaires was assigned an identification code though students were not identified by name. The codes were used to track returned/non-returned instruments. After two weeks, a reminder postcard was mailed to those who had not returned the survey. If the postcard failed to yield a return, a second questionnaire and card stressing the importance of the survey was mailed. This procedure resulted in a return of 647 useful questionnaires for a response rate of 47.1 percent.

The 1374 questionnaires were mailed to: 124 Native Americans; 150 African Americans; 150 Asian/Pacific Islanders; 150 Hispanics; 500 Caucasian students; 150 disabled students; and 150 international students. Table 6 shows enrollment percentage of each group, number of participants by race/ethnicity, and percent representation of each racial/ethnic group in the sample. Since the groups are not mutually exclusive,
Table 6. Participation in the Survey by Race & Ethnicity

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Enrollment Percentage</th>
<th>Number Participating</th>
<th>Percent of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>3.6%</td>
<td>48</td>
<td>7.4%</td>
</tr>
<tr>
<td>Amer. Indian/Alaska Native</td>
<td>0.4%</td>
<td>25</td>
<td>3.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>3.9%</td>
<td>131</td>
<td>20.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.1%</td>
<td>71</td>
<td>11.0%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>89.9%</td>
<td>338</td>
<td>52.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
<td>34</td>
<td>4.9%</td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td>647</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Exclusivity was insured by randomly drawing replacement data, following the original criteria.

The statistical analysis used to examine the survey items includes simple descriptive statistics and analysis of variance. Analysis of variance was used to uncover significant differences between group characteristics and question responses.

The survey analysis contained in this report focuses primarily on racial/ethnic groups. We realize that this does not span the full range of student diversity at West Lafayette. However, due to the large amount of data generated by the questionnaire, it was not feasible to include all of the data in this report.

Findings

Highlights of the individual factors section of the survey are presented below:

Diversity Experiences Prior to Entering the University

Most Purdue students are from the state of Indiana, which is not as ethnically and racially diverse as many areas of the country. When studying the attitudes, opinions, and actions of students toward diversity, it is important to assess the extent of contact students had with diverse populations prior to entering the University. Prior contact for this survey included contact with different racial/ethnic groups. Students were asked, "Generally speaking, how much contact would you say you had with people of the following backgrounds before coming to Purdue?" Distribution of students who reported having frequent contact is shown in Table 7.

Overall, students' prior contact with persons from different backgrounds is limited. Most prior contact reflects the racial/ethnic makeup of the state of Indiana, which is 90% Caucasian. It is not surprising then that all student groups had frequent contact with
Table 7. Prior Contact
Generally speaking, how much contact would you say that you had with people of the following backgrounds before coming to Purdue?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage of students who had frequent or very frequent contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
</tr>
<tr>
<td>African American/Black</td>
<td>(2) a</td>
</tr>
<tr>
<td>American Indian/Alaskan Natives</td>
<td>(13)</td>
</tr>
<tr>
<td>Asian/Pacific Islanders</td>
<td>(30) a</td>
</tr>
<tr>
<td>Hispanics</td>
<td>(32) b</td>
</tr>
<tr>
<td>Caucasians</td>
<td>(294) b</td>
</tr>
</tbody>
</table>

Note: The comparison of same group to same group has been eliminated since this would be an in-group comparison. The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test for between group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.

Caucasians. African Americans were the second most frequently contacted group, which may reflect the black-white character of many of the survey results. Few had contact with Native Americans, who constitute a small proportion of the state population. For Hispanics and African Americans, the second most frequent contact was with one another. Asians had little contact with any other group, except Caucasians. Fewer than half of the Caucasian students had frequent contacts outside their own group.

Students' limited prior contact with other groups presents both problems and opportunities. The problem is the inertia that must be overcome in order for students to reach out to those who are different from themselves. Opportunity exists in that the campus and college years provide an optimum place and time for intergroup interaction.

Political Beliefs

Members of the Purdue community generally describe it as being a "conservative" institution. This term is variously defined depending upon who is defining it. The terms "liberal" and "conservative" often take on value-laden meanings. Therefore, individuals may be reluctant to assume either label. Because of the ambiguity of the term conservative, we specifically asked students about their political beliefs with the question, "How would you characterize your political beliefs?" on a scale of very conservative, conservative, moderate, liberal, very liberal. As shown in Table 8, the responses are not
Table 8. Political Beliefs

How would you characterize your political beliefs?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very conservative</td>
<td>0 % (0)</td>
<td>4.2 % (1)</td>
<td>1.6 % (2)</td>
<td>4.3 % (3)</td>
<td>3.3 % (11)</td>
<td>3.1 % (19)</td>
</tr>
<tr>
<td>Conservative</td>
<td>34.9 % (15)</td>
<td>33.3 % (8)</td>
<td>26.4 % (34)</td>
<td>24.6 % (17)</td>
<td>19.5 % (65)</td>
<td>23.2 % (144)</td>
</tr>
<tr>
<td>Moderate</td>
<td>18.6 % (8)</td>
<td>20.8 % (5)</td>
<td>14.0 % (18)</td>
<td>18.8 % (13)</td>
<td>28.4 % (95)</td>
<td>22.9 % (142)</td>
</tr>
<tr>
<td>Liberal</td>
<td>9.3 % (4)</td>
<td>4.2 % (1)</td>
<td>3.9 % (5)</td>
<td>4.3 % (3)</td>
<td>6.0 % (20)</td>
<td>5.6 % (35)</td>
</tr>
<tr>
<td>Very liberal</td>
<td>37.2 % (16)</td>
<td>37.5 % (9)</td>
<td>54.3 % (70)</td>
<td>47.8 % (33)</td>
<td>42.8 % (143)</td>
<td>45.2 % (280)</td>
</tr>
</tbody>
</table>

$\chi^2 = 24.78$ p-value 0.074

consistent with the accepted conservative label applied to the University. More students from all groups describe themselves as liberal than conservative, with Asians being the most liberal. Though about half of Caucasian students describe themselves as liberal, a significant portion also self-describes as moderate. On average only about 30% of students describe themselves as being politically conservative.

Perceptions of Campus Climate and Personal Reactions to Diversity

A series of nine items were related to attitudes about frequently raised diversity issues. Items 1-5 in Table 9 sampled student perceptions of the campus climate. Items 6-9 deal with personal reactions to diversity issues.

Learning about others (Item 1): More than 90% of African Americans, Hispanics, and Asians agreed that “Learning about people from different cultures is an important part of a college education.” Though smaller percentages of Native American and Caucasian students agree, overall results indicate that students support this aspect of diversity. This is positive and encouraging, suggesting a general openness to diversity.

Intergroup communication (Item 2): The results for intergroup communication are less encouraging. Few students agreed that “Students from diverse groups communicate well with one another at the University.” There are significant group differences in that approximately one-third of Asians, Hispanics, and Native Americans and one-fourth of Caucasian students agree with the statement. African Americans support the statement at a rate of only 8%. The response of Black students for this item may signal a greater sense of isolation than other groups. If communication is a vehicle for understanding and interaction, overall student responses are troubling. Responses suggest that students, who
Table 9. Diversity Perspectives

Please tell us how much you agree or disagree with the each of the following statements.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>F-Stat</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning about people from different cultures is an important part of a college education.</td>
<td>95.8% (46)</td>
<td>88.0% (22)</td>
<td>91.6% (120)</td>
<td>94.4% (67)</td>
<td>86.9% (293)</td>
<td>1.75</td>
<td>(.157)</td>
</tr>
<tr>
<td>2. Students from diverse groups communicate well with one another at the University.</td>
<td>8.3% (4)</td>
<td>32.0% (8)</td>
<td>35.1% (46)</td>
<td>35.4% (18)</td>
<td>24.6% (83)</td>
<td>4.03</td>
<td>(.006)*</td>
</tr>
<tr>
<td>3. Purdue has achieved a positive climate for diversity.</td>
<td>10.6% (5)</td>
<td>28.0% (7)</td>
<td>51.6% (65)</td>
<td>40.8% (29)</td>
<td>44.7% (148)</td>
<td>13.48</td>
<td>(.000)*</td>
</tr>
<tr>
<td>4. Students from minority groups in my classes are as well-prepared as other students.</td>
<td>56.0% (31)</td>
<td>84.0% (21)</td>
<td>80.3% (102)</td>
<td>74.3% (52)</td>
<td>74.7% (248)</td>
<td>1.04</td>
<td>(.377)</td>
</tr>
<tr>
<td>5. There is adequate racial diversity among administrators, faculty, and staff at Purdue.</td>
<td>4.3% (2)</td>
<td>32.0% (8)</td>
<td>37.8% (48)</td>
<td>30.0% (21)</td>
<td>52.6% (175)</td>
<td>20.09</td>
<td>(.000)*</td>
</tr>
<tr>
<td>6. People who are racially and culturally different from me make me feel uncomfortable.</td>
<td>2.1% (1)</td>
<td>20.0% (5)</td>
<td>10.8% (14)</td>
<td>7.0% (5)</td>
<td>5.9% (20)</td>
<td>5.97</td>
<td>(.054)</td>
</tr>
<tr>
<td>7. There are many role models for me at the University.</td>
<td>19.1% (9)</td>
<td>28.0% (7)</td>
<td>41.5% (54)</td>
<td>38.0% (27)</td>
<td>51.0% (172)</td>
<td>6.55</td>
<td>(.000)*</td>
</tr>
<tr>
<td>8. In order to “fit in” at Purdue I often feel I need to change some of my personal characteristics (e.g., language, dress).</td>
<td>26.1% (12)</td>
<td>20.0% (5)</td>
<td>45.2% (57)</td>
<td>38.6% (27)</td>
<td>11.5% (38)</td>
<td>3.54</td>
<td>(.015)*</td>
</tr>
<tr>
<td>9. Elected student leaders at the University represent my point of view.</td>
<td>4.3% (2)</td>
<td>4.0% (1)</td>
<td>10.3% (7)</td>
<td>9.9% (7)</td>
<td>9.7% (32)</td>
<td>5.69</td>
<td>(.000)*</td>
</tr>
</tbody>
</table>

Note: The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test for between group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.

had limited intergroup contact prior to coming to the University, are not getting to know one another once they arrive.

Climate (Item 3): The campus climate statement elicited a broad range of responses. More than half of Asian students agreed that “Purdue has achieved a positive climate for diversity.” Less than half of other groups agreed. Again, Black students significantly differed from all student groups, indicating that they do not find the campus climate for diversity to be positive.

Minority student preparation (Item 4): Students in this sample generally rebut the stereotype of the underprepared minority student, though the results are somewhat puzzling. While 75% to 85% of Caucasians, Hispanics, Indians, and Asians perceive minority students in their classes to be as well-prepared as others, just over half of Black students agree with the statement.
Racial diversity (Item 5): A significant black-white difference is found in responses to, "There is adequate racial diversity among administrators, faculty, and staff at Purdue." More than half of Caucasian students agree with the statement, with Native Americans, Asians, and Hispanics agreeing about a third of the time. However, only 4% of African American students perceive adequate racial representation.

Comfort with others: Respondents also gave little support to the statement "People who are racially and culturally different from me make me feel uncomfortable (Item 6)." However, Asian and Hispanic students tended to feel the need to change some of their personal characteristics in order to "fit in" (Item 8). The significantly small proportion of Caucasian students who feel a need to change probably reflects the homogeneity of the campus.

Student representatives (Item 9): "Elected student leaders at the University represent my point of view," drew low support across all student groups, particularly among Native and African Americans. At about the time this survey was disseminated, Purdue Student Government was attempting to eliminate its minority affairs desk and other special interest committees. The reason for this, it was reported, was that the organization wanted to represent "all students." No direct, causal relationship is claimed for these activities and participant responses. However, more needs to be known regarding what students expect from their elected representatives.

Findings from this section suggest that students are generally open to learning about people from different backgrounds and are comfortable with differences. However, there appears to be little intergroup interaction. While students appear to be open to diversity, they do not agree about how diversity should be achieved. This conflict is exemplified by the majority of Caucasian students who feel that there is adequate racial diversity among administrators, faculty, and staff and who are able to identify role models, as opposed to minority students who do not tend to support either opinion.

Personal Friendships

If diversity is realized, it will be reflected in all aspects of life—including personal friendships. This requires individuals to take the next steps from intellectualizing about equal rights to relating to people on a personal basis. As a measure of attitudes about relationships between persons of different racial/ethnic groups, students were asked to respond to the statement "I would be comfortable having close, personal friendships with persons from the following groups (African American, American Indian, Asian, Hispanic, and White)." Results in Table 10 summarize responses of students who agreed or agreed strongly. Overall, respondents strongly supported the statement, though Asians supported it by smaller proportions than other groups. Differences were found between Black and Asian students, who indicated less comfort with one another. The findings suggest that students are generally open to friendships with persons from other groups and are consistent with the prior findings of students' comfort with people who are different from themselves.
Table 10. Personal Friendships
I would be comfortable having close, personal friendships with persons from the following groups.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Percentage of students who agree or strongly agree</th>
<th>F-Stat</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>American Indian</td>
<td>Asian</td>
</tr>
<tr>
<td>African American/ Black</td>
<td>---</td>
<td>91.3 %</td>
<td>78.3 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(42)(^a)</td>
<td>(36)(^b)</td>
</tr>
<tr>
<td>American Indian/ Alaska</td>
<td>100 %</td>
<td>---</td>
<td>96.0 %</td>
</tr>
<tr>
<td>Natives</td>
<td>(25)(^b)</td>
<td>(24)(^a)</td>
<td>(25)(^b)</td>
</tr>
<tr>
<td>Asian/ Pacific Islanders</td>
<td>75.4 %</td>
<td>79.2 %</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>(98)</td>
<td>(103)</td>
<td>(102)</td>
</tr>
<tr>
<td>Hispanics</td>
<td>95.8 %</td>
<td>90.1 %</td>
<td>87.3 %</td>
</tr>
<tr>
<td></td>
<td>(68)(^a)</td>
<td>(64)(^a)</td>
<td>(62)(^b)</td>
</tr>
<tr>
<td>Whites / Caucasians</td>
<td>97.3 %</td>
<td>96.7 %</td>
<td>92.6 %</td>
</tr>
<tr>
<td></td>
<td>(329)(^b)</td>
<td>(326)(^b)</td>
<td>(312)(^b)</td>
</tr>
</tbody>
</table>

Note: The comparison of same group to same group has been eliminated since this would be an in-group comparison. The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. ANOVA comparisons were made between groups with the Duncan test for between-group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.

Diversity Emphasis

Items in this portion of the questionnaire (shown in Table 11) focus on student perceptions of diversity. Items 1 - 3 sample perceptions of institutional responses to diversity, while Items 4 - 7 look at students’ personal beliefs about diversity-related issues.

Value of diversity: On average, 93% of African American, Hispanic, and Asian students agree that “Diversity is good for Purdue and should be actively promoted by students, faculty, staff, and administrators.” Three-fourths of Native Americans and Caucasians agree with the statement. These results are interpreted as a general openness to diversity. This openness is bolstered by student rejection of commonly stated fears about emphasizing diversity. Students do not agree that including different perspectives in the curriculum “dilutes” it (Item 2). Nor do they support the contention that diversity weakens the University’s standing as a top research institution (Item 3). It is significant that not one Black student agreed with this statement.

Special interest groups: Group differences are more clearly seen in matters of personal beliefs. The statement, “Special interest groups among students promote separatism, (Item 4)” is reminiscent of Purdue Student Government, which viewed the elimination of special interest committees as a way of serving all students. More than half of Native Americans and 41% of Caucasian students agree with the statement. This differs significantly from the 21% response from Black students. African American student perceptions of need for support groups is illustrated in Item 5, where 79% agree that “Special interest groups among students provide needed support for specific
<table>
<thead>
<tr>
<th>Items</th>
<th>Percentage of students who agree or strongly agree</th>
<th></th>
<th></th>
<th></th>
<th>F-Stat</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diversity is good for Purdue and should be actively promoted by students, faculty, staff, and administrators.</td>
<td>95.8 % (46) b 76.0 % (19) a 91.6 % (120) a 94.4 % (67) a 74.7 % (251) a</td>
<td>74.7 % (251) a</td>
<td>74.7 % (251) a</td>
<td></td>
<td>20.90</td>
<td>.000*</td>
</tr>
<tr>
<td>2. The emphasis on Western civilization and culture in the curriculum should not be diluted by adding other perspectives.</td>
<td>19.1 % (9) 8.0 % (2) 15.9 % (20) 15.7 % (11) 15.8 % (52)</td>
<td>15.8 % (52)</td>
<td>15.8 % (52)</td>
<td></td>
<td>.255</td>
<td>.858</td>
</tr>
<tr>
<td>3. Emphasizing diversity takes away from the University’s position as a top research institution.</td>
<td>0.0 % (0) b 16.0 % (4) a 6.1 % (8) a 10.0 % (7) a 11.2 % (38) a</td>
<td>11.2 % (38) a</td>
<td>11.2 % (38) a</td>
<td></td>
<td>5.025</td>
<td>.002*</td>
</tr>
<tr>
<td>4. Special interest groups among students promote separatism.</td>
<td>20.8 % (10) b 56.0 % (14) a 36.2 % (47) a 32.4 % (23) a 40.8 % (137) a</td>
<td>40.8 % (137) a</td>
<td>40.8 % (137) a</td>
<td></td>
<td>3.82</td>
<td>.011*</td>
</tr>
<tr>
<td>5. Special interest groups among students provide needed support for specific constituencies.</td>
<td>79.2% (38) 52.0 % (13) 63.1 % (82) 59.2 % (42) 51.1 % (179)</td>
<td>51.1 % (179)</td>
<td>51.1 % (179)</td>
<td></td>
<td>2.55</td>
<td>.056</td>
</tr>
<tr>
<td>6. People from minority groups should conform to the dominant American cultural standards if they want to be accepted.</td>
<td>4.3 % (2) a 8.0 % (2) a 26.6 % (33) b 7.0 % (5) a 15.8 % (52) b</td>
<td>15.8 % (52) b</td>
<td>15.8 % (52) b</td>
<td></td>
<td>15.45</td>
<td>.000*</td>
</tr>
<tr>
<td>7. Racial/ethnic minorities have as much of an opportunity as whites to accomplish their goals.</td>
<td>12.8 % (6) b 52.0 % (13) a 40.2 % (51) a 45.1 % (32) a 54.7 % (182) a</td>
<td>54.7 % (182) a</td>
<td>54.7 % (182) a</td>
<td></td>
<td>12.63</td>
<td>.000*</td>
</tr>
</tbody>
</table>

Note: The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test for between-group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.

A majority of students in other groups agree by smaller rates, though the Native American response is somewhat inconsistent compared with their response to Item 4.

Conformity and opportunity: There is little support for Item 6, “People from minority groups should conform to the dominant American cultural standards if they want to be accepted.” Though 27% of Asians and 16% of Caucasians agree with the statement, they differ significantly from the beliefs of African Americans (4%), Hispanics (7%), and Native Americans (8%). The statement, “Racial/ethnic minorities have as much of an opportunity as Caucasians to accomplish their goals (Item 7),” points up a deep divide of beliefs in our society where numerous public opinion polls report that Caucasians believe that race is no longer a problem in America. In this sample a majority of Caucasian (55%) and American Indian students (52%) agree with the statement, along with 45% of Hispanics and 40% of Asians. These responses are in stark contrast to the 13% of Black students who believe this.

Students appear to be consistent in their support for diversity at the campus, including openness to new perspectives in the curriculum. In their personal beliefs, though, consistency breaks down. Different populations have different perceptions regarding equality of opportunity and, to a lesser degree, the idea that special interest groups are divisive.
Many people overlook differences by asserting that “We are all Americans and, therefore, have equal opportunity.” Black students in this sample do not share this belief. These colliding perspectives indicate the need for more interaction and education in order that different groups might better understand one another.

Highlights of the environmental factors are presented in this section of the survey which looked at what happens to students in the University environment. It includes learning about others, feeling a part of the community, and classroom and other experiences.

Knowledge of Others

In order to plan for enhancing diversity it is important to know how students usually learn about people from other groups. Students were asked, “At the University have you participated in any of the following activities that increased your knowledge or sensitivity to other groups?” Students were provided with ten options as shown in Table 12. A 50% and above response rate is considered to be a “most likely” method; 49% and below is “least likely.”

A significant number of students learn about others through courses, textbooks, and lectures. Among Asian and Caucasian students, courses are the primary mode of learning about others. This is encouraging as it indicates that diversity information is being provided through some University courses or curricula. Special events/celebrations are a primary mode of multicultural learning for minority students, second only to reading textbooks for Black students. Students from minority groups may view special events/celebrations as also being a way to acknowledge and celebrate their cultures. Significantly few Caucasian students (33%) are attracted to these events. Plays/movies are the primary learning modes for Hispanics and Native Americans and are among the most likely for all groups. Most student groups also selected informal discussion as a most likely method. However, Asian students (43%) selected informal discussion and concerts as their last choices.

Students from all groups are least likely to learn about others by attending concerts. Conferences and workshops are also among the least likely activities, except for Hispanics, 53% of whom selected this option.

To promote intergroup communication, interactive events such as informal discussion, workshops, and special events/celebrations are frequently recommended by researchers and other educators. Though a majority of Black, Indian, Hispanic, and Caucasian students participate in informal discussion, this was not a first option for any group. Though participating in workshops is among the least likely option for students in this sample, it is highly recommended throughout the literature. The low standing of this activity among our sample may reflect lack of opportunity. It is encouraging that a significant number of students are being exposed to diverse groups through coursework, lectures, and textbooks.
Table 12. Knowledge of Others
At the University have you participated in any of the following activities that increased your knowledge or sensitivity to other groups?

<table>
<thead>
<tr>
<th>Items</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>F-Stat</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal discussion on campus</td>
<td>54.5</td>
<td>60.0</td>
<td>42.5</td>
<td>66.2</td>
<td>52.1</td>
<td>3.78</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(24)</td>
<td>(15)</td>
<td>(54)</td>
<td>(47)</td>
<td>(173)</td>
<td>(.011)</td>
<td></td>
</tr>
<tr>
<td>Lectures</td>
<td>56.5</td>
<td>48.0</td>
<td>64.3</td>
<td>70.4</td>
<td>53.9</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(26)</td>
<td>(12)</td>
<td>(81)</td>
<td>(50)</td>
<td>(180)</td>
<td>(.172)</td>
<td></td>
</tr>
<tr>
<td>Conferences or workshops</td>
<td>47.8</td>
<td>32.0</td>
<td>46.5</td>
<td>53.5</td>
<td>26.8</td>
<td>1.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(22)</td>
<td>(8)</td>
<td>(60)</td>
<td>(38)</td>
<td>(89)</td>
<td>(.325)</td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>57.8</td>
<td>56.0</td>
<td>74.6</td>
<td>66.2</td>
<td>66.0</td>
<td>2.16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(26)</td>
<td>(14)</td>
<td>(94)</td>
<td>(47)</td>
<td>(221)</td>
<td>(.093)</td>
<td></td>
</tr>
<tr>
<td>Reading (personal) books</td>
<td>58.7</td>
<td>60.0</td>
<td>55.1</td>
<td>59.2</td>
<td>51.0</td>
<td>.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(27)</td>
<td>(15)</td>
<td>(70)</td>
<td>(42)</td>
<td>(171)</td>
<td>(.929)</td>
<td></td>
</tr>
<tr>
<td>Reading (textbooks for class)</td>
<td>63.0</td>
<td>48.0</td>
<td>64.1</td>
<td>60.6</td>
<td>62.7</td>
<td>.779</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(29)</td>
<td>(12)</td>
<td>(82)</td>
<td>(43)</td>
<td>(210)</td>
<td>(.506)</td>
<td></td>
</tr>
<tr>
<td>Special events (cultural celebrations, etc.)</td>
<td>60.9</td>
<td>52.0</td>
<td>64.8</td>
<td>64.8</td>
<td>33.1</td>
<td>.552</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(28)</td>
<td>(13)</td>
<td>(83)</td>
<td>(46)</td>
<td>(111)</td>
<td>(.647)</td>
<td></td>
</tr>
<tr>
<td>Plays or movies</td>
<td>58.7</td>
<td>66.7</td>
<td>74.2</td>
<td>73.2</td>
<td>57.3</td>
<td>1.46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(27)</td>
<td>(16)</td>
<td>(95)</td>
<td>(52)</td>
<td>(192)</td>
<td>(.226)</td>
<td></td>
</tr>
<tr>
<td>Concerts</td>
<td>30.4</td>
<td>48.0</td>
<td>37.5</td>
<td>47.9</td>
<td>40.5</td>
<td>1.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(14)</td>
<td>(12)</td>
<td>(48)</td>
<td>(34)</td>
<td>(136)</td>
<td>(.206)</td>
<td></td>
</tr>
<tr>
<td>Athletic events</td>
<td>56.5</td>
<td>48.0</td>
<td>52.3</td>
<td>53.5</td>
<td>48.5</td>
<td>.167</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(26)</td>
<td>(12)</td>
<td>(67)</td>
<td>(38)</td>
<td>(163)</td>
<td>(.918)</td>
<td></td>
</tr>
</tbody>
</table>

Note: The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test for between-group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.

Sense of Community/Belonging

Sense of community was addressed in the survey through two questions:

To what extent is it important for you to experience belonging or community at Purdue?

To what extent do you experience a sense of belonging or community at the University?

Table 13 shows that a majority of all students feel that it is very or moderately important to experience belonging or community. This need is greatest among Hispanic (80%), Asian (79%), and Black students (72%). It is less important for Caucasian (67%) and Native American (52%) students.
Looking at those who actually experience a sense of belonging or community at the University (Table 14), two-thirds of Caucasians and Hispanics feel a sense of belonging to a great or moderate extent. Only 44% of Native Americans and 41% of Black Americans feel a sense of belonging or community.

Leaving the Community

Related to feeling comfortable in a community is the ability to have personal needs met. Frequent leave-taking from the community may be an indication that needs are not being met. Students were asked two questions about periodic leave-taking from campus:

In the past year how often have you felt the need to leave West Lafayette for goods, services (e.g. food, music, entertainment, personal services)?
In the past year how often have you felt the need to leave West Lafayette for interaction with people to whom you can relate?

Table 13. Importance of Belonging
To what extent is it important for you to experience belonging or community at Purdue?

<table>
<thead>
<tr>
<th>Items</th>
<th>African American</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very</td>
<td>26.1 % (12)</td>
<td>12.0 % (3)</td>
<td>34.4 % (45)</td>
<td>33.8 % (24)</td>
<td>25.2 % (85)</td>
</tr>
<tr>
<td>Moderately</td>
<td>45.7 % (21)</td>
<td>40.0 % (10)</td>
<td>44.3 % (58)</td>
<td>46.4 % (33)</td>
<td>42.1 % (142)</td>
</tr>
<tr>
<td>Slightly</td>
<td>17.4 % (8)</td>
<td>28.0 % (7)</td>
<td>16.0 % (21)</td>
<td>15.5 % (11)</td>
<td>21.3 % (72)</td>
</tr>
<tr>
<td>Not important</td>
<td>10.9 % (5)</td>
<td>20.0 % (5)</td>
<td>5.3 % (7)</td>
<td>4.2 % (3)</td>
<td>11.2 % (38)</td>
</tr>
</tbody>
</table>

$X^2 = 18.07$  p-value = 0.114

Table 14. Extent of Belonging
To what extent do you experience a sense of belonging or community at the University?

<table>
<thead>
<tr>
<th>Items</th>
<th>African American</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>To a great extent</td>
<td>6.5 % (3)</td>
<td>16.0 % (4)</td>
<td>9.2 % (12)</td>
<td>11.3 % (8)</td>
<td>16.0 % (54)</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>34.8 % (16)</td>
<td>28.0 % (7)</td>
<td>45.0 % (59)</td>
<td>54.9 % (39)</td>
<td>50.4 % (170)</td>
</tr>
<tr>
<td>To a small extent</td>
<td>45.7 % (21)</td>
<td>36.0 % (9)</td>
<td>39.7 % (52)</td>
<td>28.2 % (20)</td>
<td>27.3 % (92)</td>
</tr>
<tr>
<td>Not at all</td>
<td>13.0 % (6)</td>
<td>20.0 % (5)</td>
<td>6.2 % (8)</td>
<td>11.3 % (4)</td>
<td>6.2 % (21)</td>
</tr>
</tbody>
</table>

$X^2 = 27.34$  p-value = 0.007*  Asterisk denotes significance at alpha = 0.05
As regards to goods and services, half of all students frequently left West Lafayette, as seen in Table 15. Black and Native American students have a significantly higher rate of leave-taking. These are the same groups that report a diminished sense of belonging and community in Table 14. It is known that some African American students miss hearing music that they like, which is not often heard over local airways. Other reasons may be ethnically related and involve such services as hair care. Students from all groups expressed desire for more leisure opportunities such as a local movie theatre, alcohol-free dance clubs, and music. Fewer students leave the area to find people to whom they can relate—about 30 percent across the groups. African American students differ in that just over half report leaving to be with people to whom they can relate. (See Table 16.)

Table 15. Need to Leave West Lafayette for Services  
In the past year how often have you felt the need to leave West Lafayette for goods, services (e.g., food, music, entertainment, personal services)?

<table>
<thead>
<tr>
<th>Items</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>2.2 (1)</td>
<td>4.0 (1)</td>
<td>6.9 (9)</td>
<td>11.3 (8)</td>
<td>5.4 (18)</td>
</tr>
<tr>
<td>Occasionally</td>
<td>28.9 (13)</td>
<td>28.0 (7)</td>
<td>41.5 (54)</td>
<td>38.0 (27)</td>
<td>44.2 (148)</td>
</tr>
<tr>
<td>Frequently</td>
<td>22.2 (10)</td>
<td>36.0 (9)</td>
<td>28.5 (37)</td>
<td>22.5 (16)</td>
<td>27.8 (93)</td>
</tr>
<tr>
<td>Very Frequently</td>
<td>46.7 (21)</td>
<td>32.0 (8)</td>
<td>23.1 (30)</td>
<td>28.2 (20)</td>
<td>22.7 (76)</td>
</tr>
</tbody>
</table>

$X^2 = 20.08$  p-value = 0.066

Table 16. Need to Leave West Lafayette for Relating  
In the past year how often have you felt the need to leave West Lafayette for interaction with people to whom you can relate?

<table>
<thead>
<tr>
<th>Items</th>
<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>17.8 (8)</td>
<td>25.0 (6)</td>
<td>25.6 (33)</td>
<td>36.6 (26)</td>
<td>29.0 (97)</td>
</tr>
<tr>
<td>Occasionally</td>
<td>31.1 (14)</td>
<td>22.2 (8)</td>
<td>22.2 (56)</td>
<td>31.0 (22)</td>
<td>45.4 (152)</td>
</tr>
<tr>
<td>Frequently</td>
<td>28.9 (13)</td>
<td>21.7 (6)</td>
<td>21.7 (28)</td>
<td>18.3 (13)</td>
<td>17.3 (58)</td>
</tr>
<tr>
<td>Very Frequently</td>
<td>22.2 (10)</td>
<td>16.7 (4)</td>
<td>9.3 (12)</td>
<td>14.1 (10)</td>
<td>8.4 (28)</td>
</tr>
</tbody>
</table>

$X^2 = 21.50$  p-value = .043*  Asterisk denotes significance at Alpha = 0.05.
Stereotyping Experiences

Table 17 reports results about stereotyping experiences. Sixty-six percent of Caucasian students and a majority of Asian, Native American, and Hispanic students reported that classroom instructors expect especially high performance from them, contrasted with 38% of African American students. When asked if instructors expect especially low academic performance nearly 30% of Black students agreed, contrasted with much lower frequencies for other groups. This is troubling for many reasons. Among them is the implication that there is a failure to acknowledge that Purdue enrolls Black students of high academic quality.

Another familiar stereotype is being “singled out as an authority or spokesperson for my group when issues of race/ethnicity come up.” Not surprisingly, 55% of African American students have been stereotyped in this manner, the highest for all groups. Stereotypes affecting Asian and Hispanic students involve their being frequently asked what is their native language and if they are United States citizens.

Thirty percent of Black students, 20% of Native Americans, and 23% of Asians reported feeling isolated or left out when working on class assignments in a group.

Overall, Caucasian students differ from other groups in that they do not perceive themselves as negatively stereotyped.

Discrimination and Harassment

The survey asked a series of questions about the kinds of discriminatory events students may have experienced at the University. These could include both minor day-to-day events as well as larger, serious concerns. Students were asked “Have you ever been discriminated against or harassed even subtly on this campus?” Results are shown in Table 18.

Table 18 shows that minority students feel they have experienced several forms of discrimination/harassment. It is disturbing that any group of students encounters discrimination and harassment on campus. Sixty-six percent of Black student respondents said they had experienced discrimination and/or harassment. Considering that 55% of Asian and 51% Hispanic student respondents also said they had experienced discrimination and harassment indicates that there are racial issues that must be confronted and dealt with.

The discrimination and harassment experienced by students most often takes the form of verbal comments, looks/stares/glances, and being ignored. Nearly half of African American students identify the classroom as the location of their experiences. Asian and Hispanic students also named residence halls as locales for this experience. Students also indicated "other" places on campus, which cannot be identified from this survey.
<table>
<thead>
<tr>
<th>Type of experience</th>
<th>Students who agree or strongly agree</th>
<th>F-Stat</th>
<th>P-Value</th>
</tr>
</thead>
</table>
| Other students expect especially high academic performance from me.               | African American 42.6 % (20)  
 Native American 52.0 % (13)  
 Asian 56.9 % (74)  
 Hispanic 48.5 % (34)  
 Whites 53.1 % (179) | 3.51  | .016*  |
| Other students expect especially low performance from me.                          | African American 42.5 % (20)  
 Native American 8.0 % (6)  
 Asian 2.4 % (3)  
 Hispanic 14.5 % (10)  
 Whites 1.8 % (6) | 8.82  | .000*  |
| Classroom instructors expect especially high academic performance from me.         | African American 38.3 % (18)  
 Native American 56.0 % (14)  
 Asian 57.3 % (75)  
 Hispanic 53.5 % (38)  
 Whites 65.5 % (221) | 3.43  | .18*  |
| Classroom instructors expect especially low academic performance from me.          | African American 29.4 % (14)  
 Native American 4.0 % (1)  
 Asian 4.6 % (6)  
 Hispanic 8.7 % (6)  
 Whites 2.1 % (7) | 5.81  | .00*  |
| I feel isolated or left out when working on class assignments in a group.         | African American 30.4 % (19)  
 Native American 20.0 % (5)  
 Asian 22.5 % (9)  
 Hispanic 12.7 % (29)  
 Whites 8.6 % (29) | 3.59  | .14*  |
| I am frequently asked to participate in campus-related activities.                | African American 27.6 % (13)  
 Native American 60.0 % (15)  
 Asian 32.1 % (42)  
 Hispanic 42.3 % (30)  
 Whites 38.5 % (130) | 1.69  | .169  |
| I am frequently asked what my native language is.                                  | African American 6.4 % (2)  
 Native American 12.0 % (3)  
 Asian 47.7 % (63)  
 Hispanic 46.5 % (33)  
 Whites 4.8 % (160) | 26.15  | .000*  |
| It is common for students to ask if I am a US citizen.                             | African American 4.3 % (2)  
 Native American 12.0 % (3)  
 Asian 20.8 % (27)  
 Hispanic 38.1 % (27)  
 Whites 3.6 % (12) | 16.59  | .000*  |
| Other students assume I'm from a wealthy family.                                  | African American 31.3 % (10)  
 Native American 32.8 % (8)  
 Asian 26.8 % (35)  
 Hispanic 25.4 % (18)  
 Whites 20.9 % (70) | 2.40  | .068  |
| Other students assume I'm from a poor family.                                     | African American 21.3 % (10)  
 Native American 20.0 % (5)  
 Asian 4.8 % (6)  
 Hispanic 14.1 % (10)  
 Whites 3.3 % (11) | 0.36  | .785  |
| I am singled out as an authority or spokesperson for my group when issues of race/ethnicity come up. | African American 55.3 % (26)  
 Native American 32.0 % (8)  
 Asian 13.8 % (18)  
 Hispanic 33.9 % (24)  
 Whites 6.0 % (20) | 7.33  | .000*  |
| I feel pressured to study only with students from my group.                       | African American 10.6 % (5)  
 Native American 4.0 % (1)  
 Asian 6.9 % (9)  
 Hispanic 7.0 % (5)  
 Whites 3.3 % (11) | 4.31  | .006*  |
| I feel pressured to socialize only with students from my group.                   | African American 10.7 % (3)  
 Native American 4.0 % (1)  
 Asian 7.0 % (9)  
 Hispanic 11.2 % (8)  
 Whites 5.4 % (18) | 3.12  | .027*  |
| I feel pressured not to "hang out" in specific campus areas.                      | African American 20.3 % (10)  
 Native American 8.0 % (2)  
 Asian 13.1 % (17)  
 Hispanic 12.6 % (9)  
 Whites 9.2 % (31) | 2.64  | .350*  |

Note: The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test for between-group comparisons. Groups that differ significantly are labeled with alpha characters in superscript next to the raw data number.
Table 18. Discrimination & Harassment

<table>
<thead>
<tr>
<th>Type of Harassment</th>
<th>African American</th>
<th>Native American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been discriminated against or harassed, even subtly, on this campus due to your:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>66.0 %</td>
<td>37.5 %</td>
<td>55.0 %</td>
<td>51.4 %</td>
<td>9.8 %</td>
</tr>
<tr>
<td>The discrimination or harassment I have experienced consisted of: (please check all that apply)*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal comments</td>
<td>43.8 %</td>
<td>60.0 %</td>
<td>38.2 %</td>
<td>54.9 %</td>
<td>34.9 %</td>
</tr>
<tr>
<td>Written comments</td>
<td>8.3 %</td>
<td>4.0 %</td>
<td>3.1 %</td>
<td>8.5 %</td>
<td>4.4 %</td>
</tr>
<tr>
<td>Looks, glances, stares</td>
<td>39.6 %</td>
<td>28.0 %</td>
<td>30.5 %</td>
<td>38.0 %</td>
<td>21.9 %</td>
</tr>
<tr>
<td>Being ignored</td>
<td>37.5 %</td>
<td>20.0 %</td>
<td>25.2 %</td>
<td>26.8 %</td>
<td>12.7 %</td>
</tr>
<tr>
<td>Graffiti</td>
<td>2.1 %</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>8.0 %</td>
<td>0.9 %</td>
</tr>
<tr>
<td>Publications on campus</td>
<td>6.3 %</td>
<td>8.0 %</td>
<td>2.3 %</td>
<td>4.2 %</td>
<td>2.7 %</td>
</tr>
<tr>
<td>Threats of physical violence</td>
<td>0.0 %</td>
<td>4.0 %</td>
<td>3.8 %</td>
<td>1.4 %</td>
<td>2.4 %</td>
</tr>
<tr>
<td>Actual physical assault or injury</td>
<td>0.0 %</td>
<td>0.0 %</td>
<td>1.5 %</td>
<td>0.0 %</td>
<td>5.9 %</td>
</tr>
<tr>
<td>Anonymous phone calls</td>
<td>0.0 %</td>
<td>4.0 %</td>
<td>9.9 %</td>
<td>2.8 %</td>
<td>3.6 %</td>
</tr>
<tr>
<td>Other</td>
<td>6.3 %</td>
<td>4.2 %</td>
<td>4.6 %</td>
<td>0.0 %</td>
<td>1.2 %</td>
</tr>
<tr>
<td>Where did this discrimination or harassment occur? (please check one response)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University classrooms</td>
<td>48.5 %</td>
<td>7.7 %</td>
<td>20.6 %</td>
<td>21.1 %</td>
<td>32.6 %</td>
</tr>
<tr>
<td>Residence halls</td>
<td>12.1 %</td>
<td>23.1 %</td>
<td>22.1 %</td>
<td>26.3 %</td>
<td>11.4 %</td>
</tr>
<tr>
<td>University office</td>
<td>15.2 %</td>
<td>7.7 %</td>
<td>11.8 %</td>
<td>5.3 %</td>
<td>9.1 %</td>
</tr>
<tr>
<td>Other location on campus</td>
<td>24.2 %</td>
<td>61.5 %</td>
<td>45.6 %</td>
<td>47.4 %</td>
<td>47.0 %</td>
</tr>
<tr>
<td>What was the source of this discrimination or harassment? (please check one response)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>42.4 %</td>
<td>75.0 %</td>
<td>55.9 %</td>
<td>68.4 %</td>
<td>62.6 %</td>
</tr>
<tr>
<td>Professors</td>
<td>30.3 %</td>
<td>8.3 %</td>
<td>4.4 %</td>
<td>5.3 %</td>
<td>18.3 %</td>
</tr>
<tr>
<td>Teaching Assistants</td>
<td>3.0 %</td>
<td>0.0 %</td>
<td>5.9 %</td>
<td>2.6 %</td>
<td>3.1 %</td>
</tr>
<tr>
<td>Staff/administrators</td>
<td>12.1 %</td>
<td>8.3 %</td>
<td>13.2 %</td>
<td>5.3 %</td>
<td>4.6 %</td>
</tr>
<tr>
<td>Campus police</td>
<td>3.0 %</td>
<td>0.0 %</td>
<td>1.5 %</td>
<td>5.3 %</td>
<td>2.3 %</td>
</tr>
<tr>
<td>People in or near campus</td>
<td>3.0 %</td>
<td>0.0 %</td>
<td>14.7 %</td>
<td>7.9 %</td>
<td>6.1 %</td>
</tr>
<tr>
<td>Other</td>
<td>6.1 %</td>
<td>8.3 %</td>
<td>4.4 %</td>
<td>5.3 %</td>
<td>3.1 %</td>
</tr>
</tbody>
</table>

Note: Frequencies and percentages reflect those students who have experienced some form of discrimination. Totals may exceed 100% as respondents may have experienced multiple forms of discrimination.
Across all groups the major sources of discrimination and harassment are other students. Thirty percent of Black students also cite professors as the source of negative experiences. This is a finding that needs attention. Even if perceived discriminatory behavior results more from misunderstanding than from malice, the survey results point to the need for special attention to classroom climate.

**Outcome Perceptions**

One of the most commonly asked questions in student surveys is student satisfaction with their university experience. Table 19 reports the distribution of student groups by satisfaction and dissatisfaction. The largest groups of satisfied students are Caucasians, followed by Hispanics and Asians. African American and American Indian students are least satisfied or neutral.

**Affecting the Campus Climate**

It is natural to ask at the end of the survey, "What do we do now?" Students were asked to help answer this question. The first of two questions asked was "In your opinion, how would each of the following affect the campus climate." In Table 20, students were given five options and were asked if the options would improve, worsen, or have no effect.

A majority of students appeared optimistic about the prospects of improving the campus climate for diversity by the use of more art, music and cultural events. More than half of the students supported a course requirement for all University students. Students also believed that more informal intergroup discussion and interaction would improve the climate for diversity.

**Table 19.**

How satisfied are you with your experiences as a student at this University?

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Students satisfied or very satisfied</th>
<th>Neutral</th>
<th>Students dissatisfied or very dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>41.3 % (19)</td>
<td>37.8 % (16)</td>
<td>23.9 % (11)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>43.5 % (10)</td>
<td>39.1 % (9)</td>
<td>17.4 % (4)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>65.6 % (82)</td>
<td>24.0 % (30)</td>
<td>10.4 % (13)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>68.7 % (46)</td>
<td>14.9 % (10)</td>
<td>16.4 % (11)</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>71.4 % (238)</td>
<td>18.0 % (61)</td>
<td>10.2 % (34)</td>
</tr>
</tbody>
</table>

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Table 20. Diversity Action

In your opinion, how would each of the following affect the campus climate?

<table>
<thead>
<tr>
<th>Items</th>
<th>Percent of students responding that campus climate would improve somewhat or considerably</th>
<th>P-Stat</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide more awareness/sensitivity workshops or programs on diversity</td>
<td>African American: 73.9% (34)&lt;sup&gt;b&lt;/sup&gt; Native American: 50.0% (12)&lt;sup&gt;a&lt;/sup&gt; Asian: 60.0% (75)&lt;sup&gt;2&lt;/sup&gt; Hispanic: 61.2% (41)&lt;sup&gt;a&lt;/sup&gt; White: 49.4% (163)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>3.10</td>
<td>0.027*</td>
</tr>
<tr>
<td>Recruit more persons from underrepresented groups as students, faculty, and staff members.</td>
<td>84.7% (39)&lt;sup&gt;c&lt;/sup&gt; Native American: 54.2% (13)&lt;sup&gt;a&lt;/sup&gt; Asian: 60.4% (75)&lt;sup&gt;2&lt;/sup&gt; Hispanic: 64.1% (43)&lt;sup&gt;b&lt;/sup&gt; White: 39.8% (131)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>9.90</td>
<td>0.000*</td>
</tr>
<tr>
<td>Have more art, music, and cultural events recognizing various types of diversity.</td>
<td>78.3% (36)&lt;sup&gt;b&lt;/sup&gt; Native American: 56.5% (13)&lt;sup&gt;a&lt;/sup&gt; Asian: 77.6% (97)&lt;sup&gt;b&lt;/sup&gt; Hispanic: 83.6% (56)&lt;sup&gt;b&lt;/sup&gt; White: 64.9% (214)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4.41</td>
<td>0.005</td>
</tr>
<tr>
<td>Require all University students to take at least one general education course focusing on diverse cultural perspectives.</td>
<td>76.1% (35)&lt;sup&gt;c&lt;/sup&gt; Native American: 50.0% (12)&lt;sup&gt;a&lt;/sup&gt; Asian: 63.2% (79)&lt;sup&gt;b&lt;/sup&gt; Hispanic: 73.1% (49)&lt;sup&gt;b&lt;/sup&gt; White: 56.5% (187)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>4.40</td>
<td>0.005*</td>
</tr>
<tr>
<td>Provide more opportunities for informal intergroup discussion and interaction.</td>
<td>71.7% (33) Native American: 54.1% (13) Asian: 68.0% (85) Hispanic: 70.2% (47) White: 64.5% (212)&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.888</td>
<td>.448</td>
</tr>
</tbody>
</table>

Note: The value in parenthesis under the percentage is the raw data. Asterisks indicate significance at the alpha level of 0.05. Anova comparisons were made between groups with the Duncan test run for between group comparisons. Groups that were significantly different are labeled with alpha characters in superscript next to the raw data number.

Caucasian students differed from minorities on two of the options. Fewer than half of Caucasian students support more awareness/sensitivity workshops and programs. Only 40% believe that the climate would improve through the recruitment of more underrepresented students, faculty, and staff members. African American students strongly support all five options.

Summary of Responses to the Open-Ended Question

The final questionnaire item was an open-ended question seeking student recommendations for enhancing diversity. Two hundred thirty-three students from the total sample responded to this question:

How can the University deal with diversity in a way that enhances the educational experience for you, members of your ethnic group, and the community as a whole?

The data reported here are summarized responses collapsed across all demographic variables. Participant responses are grouped into seven overall categories. The seven categories were created by first listing student responses to the open-ended question.
Overlapping comments were combined and given frequency counts. Responses representing similar themes were then grouped together and given category names. The following seven categories were created: Education, Informal Planning, Formal Planning, Recruitment, Sentiments in Opposition to Diversity, Discrimination Issues, and Miscellaneous Issues.

Within each category, examples of subject responses are presented here. To make the responses manageable, they are shortened. Core ideas are retained, but extra commentary is eliminated. For example, the response,

You must educate the older generation. The problem is not with people under 35. It is that people over 35 are teaching or setting examples for them! How can we possibly teach diversity to young people when they have already been taught to discriminate all their lives? We must start practicing what we are preaching - lead by example or get out of the way. Too many departments and offices here at Purdue teach diversity in the classroom or office, but do not practice it themselves or enforce it within their sphere.

is reported as,

The problem lies with the older generation. Educate faculty and staff about discrimination and diversity first, since they teach by example.

Further, comments offering different examples of the same suggestion are combined and reported as a single response. For instance, the most frequently cited answer was the suggestion that students take a required cultural awareness course. However, students suggested different topics within this course. Data for this response are reported as follows:

The most frequently cited response was the suggestion that all students take a required cultural awareness class. Topics put forth as areas to cover included: general religious studies, Native American History, Asian American History, gender and sexual orientation issues, etc.

Finally, comments expressing multiple ideas are reported as separate responses within their representative categories. For instance, the response,

Increased promotion of cultural events, and requiring all students to take a cultural appreciation class. The discrimination that exists in the Administration also needs to be eliminated.
is reported as three separate responses within three different categories, with:
"increased promotion of cultural events" coded in the Informal Planning category,
"requiring all students to take a cultural appreciation class," coded in the Education
category, and the discrimination that exists in the Administration also needs to be
eliminated," coded in the Discrimination Issues category. A limitation inherent in
qualitative data analysis is that the "spirit" of individual responses may be lost in the data
reduction process. For full examples of student responses it will be necessary to refer to
the raw data.

Participant responses are listed by category:

**Education:** The most frequently cited response was the suggestion that all students take a
required cultural awareness class. Topics put forth as areas to cover included: global
history looking at a variety of cultures, Asian American history, American history,
gender and sexual orientation issues, Latin American studies, African American studies,
Jewish studies, and general religious studies.

Additional responses included: Infuse diversity and multicultural issues in all courses;
provide diversity training and workshops for faculty, staff, and students; educate faculty
and staff about discrimination and diversity first, since they teach by example; and hold
anti-homophobia seminars for faculty and staff.

**Informal Planning:** The most frequently cited response was the suggestion that more
informal cultural events be provided including: informal lectures, discussion groups,
dinners, plays, concerts, card tournaments, sports events, and art exhibits. It was
suggested that these events be publicized well in advance of their actual dates.

Additional responses included: create more informal places on campus for students of
different ethnic groups to mingle, hang out, and get to know one another; develop more
minority programs and clubs for minority students; include Muslim holidays in the
Mortarboard; allow special interest groups to advertise their events all over campus; and
do not group students by ethnicity in the residence halls.

**Formal Planning:** Suggestions for activities that would require significant planning and/
or resources included: Have a Diversity Week; expand the Black Cultural Center; build a
Multicultural Center instead of a Black Cultural Center; build cultural centers for other
ethnic groups, not just African Americans (i.e., Native Americans, Latin Americans,
Asian Americans); build a new creative arts building; develop Latin American and Native
American Studies Departments; and make classes smaller so that students can interact
easier. Other suggestions that would help intergroup interaction included: provide more
support for diverse programs that already exist; assign seats in classrooms so that
different ethnic groups are forced to interact; and assign students to classes so that classes
are more ethnically diverse.
Recruitment: The most frequently cited response was the suggestion that the university hire more minority staff. Participants also mentioned that minority staff who are hired need to be culturally sensitive and aware, not just “token minorities.”

Students also commented that the University should not hire teaching assistants and professors who are unable to speak or understand English well. Sentiments expressed here included the ideas that courses are difficult enough so students need to be able to understand their instructors in order to learn; students pay tuition so they should have instructors whom they can understand; and stereotypes and negative feelings are perpetuated when students cannot understand their instructors.

Other comments were: recruit more minority and international students, as well as students from other states; recruit more female faculty; hire more people for the Diversity Resource Office; recruit open minded students; there are not enough minority mentors on campus; and help new non-native students adjust to Purdue.

Sentiments in Opposition to Diversity: Some students commented that the University should not force the diversity issue, as doing so promotes division and resentment among the races, causes certain ethnic groups to feel left out, leads to reverse racism, discriminates against Caucasian males, and takes the focus away from students and their educational experience.

Sentiments in opposition to the hiring of minority staff included the idea that hiring according to racial quotas breeds resentment and animosity among different ethnic groups on campus, promotes racism, discriminates against Caucasian males, and allows unqualified people into the University. It was suggested that the University strike a better balance between equal opportunity and special privileges. Examples of such comments were:

“Too much attention is given to Blacks.”

“Diversity issues are given too much attention. The University should promote ‘American Awareness.’”

“The University should stop appeasing special interest groups. We are more alike than we think.”

“Intercultural acceptance and interaction is a personal choice - one the University should stay out of.”

“Accepting gays and lesbians is a bad idea. God condemns this act of fornication. Why should we accept it?”

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Discrimination Issues: Students spoke out against tolerating discrimination. Samples of comments are: eliminate discrimination in the administration; eliminate racist administrators; enforce laws against discrimination; eliminate homophobia; and don’t allow for reverse discrimination.

Miscellaneous comments about discrimination included: make the Exponent more diverse and critical of racism; create a task force to address harassment and discrimination of gays and lesbians; increase the acceptance of women in engineering; and deal with minorities who create racist acts. Students commented philosophically that: there will always be racists here; people need to overcome stereotypes; and cultures need to learn to work together.

Miscellaneous Issues: A variety of responses defied categorization. These are representative:

- Fraternities and sororities promote division.
- The survey seemed biased towards a very politically correct goal. All of the questions were weighted towards a positive end. Make a neutral set of questions and I’m sure the results will be much more accurate.
- The survey was interesting until you started asking questions about sex, ethnicity, and sexual orientation.
- The University is insensitive to the needs of handicapped students, students who commute, older students, and minority students.
- The University should lower educational costs.
- There is much racial segregation on campus by choice. Blacks hang out with Blacks, Asians with Asians, etc.
- I don’t know if there is anything the University can do to promote diversity.
- Everything is fine. Keep up the good work.

Conclusions

There are several positive and encouraging aspects of the results of the student survey. Notably, a majority of respondents demonstrated support for diversity. They also suggested action items:

Faculty and staff development: Findings from the stereotyping and discrimination/harassment questions point to the importance of activities to assist faculty and staff in dealing with a diverse population of students. Activities that deal with classroom climate are essential to achieving the goal of diversity and community at the University.

Faculty and staff leadership: Vocal and visible leadership is needed among all faculty and staff to serve as role models for students and to set the tone for inclusiveness and community.
Stereotyping: Assuming that every student in a particular group is the same is a prescription for failure. There is much variability and diversity within racial/ethnic groups as there are across groups. All faculty and staff should learn about stereotypes and their effects on diverse groups and individuals.

Acknowledging racism and other 'isms: The great enemy of progress in diversity is silence.

There are many agents: Virtually all university and community activities play a role in shaping a student’s sense of belonging. Everything is important, from courses and faculty to student support services, student organizations, residence halls, alumni groups, and community groups.

Numbers are important: The more students, staff, and faculty of color on campus, the easier it is for students to find others who are seen as similar and supportive. There is a need to forcefully dispel myths concerning "quotas" and "lowering of standards." Minority students tend to assess diversity in terms of institutional commitments, including respect and representation.

Respond to student needs: Social as well as academic integration is important to student success. In addition to formal courses, students have asked for more informal opportunities for interaction and other activities to foster diversity in student life.
FOCUS GROUP INTERVIEWS

During the Spring semester 1996, external consultants Dr. Laura Rendon, Dr. James Anderson, Dr. Reginald Wilson, and Dr. Henry Hector interviewed faculty, students, and staff at Purdue University. These interviews were conducted in small groups using established protocols. The primary objective of the focus group interviews was to ascertain how diverse groups characterized the institutional climate at Purdue University. In addition, participants discussed their experiences at Purdue and their suggestions for improving the climate. The interview protocols are in Appendix F.

Focus groups were organized by constituency and racial/ethnic group membership. Focus group participants were identified by the project liaison persons in the University units. Approximately 160 persons participated in 22 focus groups. Interviewees included Black, Asian, and Hispanic students, minority faculty members, junior and senior Caucasian faculty members, department heads, deans, members of the President’s cabinet, the President, members of APSAC and CSSAC, the residence halls staff, the Dean of Students Office, minority program directors, staff at the Black Cultural Center, and members of the Purdue police. Most of the focus groups were taped, transcribed, and analyzed. The results are summarized in this section. The consultants’ report, including their findings from the focus group interviews, is in Appendix G.

Focus group interviews are a legitimate qualitative research methodology used frequently in the social sciences. The methodology has certain advantages. It is socially oriented and allows for study of participants in a natural, real life atmosphere. The format allows the facilitator flexibility to explore unanticipated issues as they arise in discussion. The results have high face validity. The method is readily understood, the findings provide general descriptive information and insights into what the real issues are. The method is also relatively low cost and provides quick results. By interviewing in small groups, the sample size can be increased and often the group interaction produces new insights. By letting people talk freely, the researchers can obtain a richer view of participants’ views and experiences (Krueger 1988, Marshall and Rossman 1995, and Patton 1990).

In the Barriers to Bridges Project, it was decided to use multiple research methodologies, both qualitative and quantitative as the best way to validate results. The description of minority programs and the focus groups are qualitative methods; the student survey is quantitative. Neither qualitative or quantitative methods are complete within themselves for the assessment objectives of this Project. However, when used together, researchers can obtain a convergence about what is happening with regard to campus climate.

An understanding of the context in which the focus group interviews were conducted may be helpful. During the spring semester of 1996, there was conflict over the leadership and mission of the Black Cultural Center and plans for the new building had not yet been announced. In the preceding year, the K.K.K. held a demonstration on the courthouse
steps in Lafayette. Some members of the campus community were involved in a Race
Unity Coalition which worked to defuse and counter the K.K.K. demonstration.

A summary of the focus group interviews follows. The quotations are from participants
in the focus groups, and are representative of comments made by at least several
participants. All participants were guaranteed confidentiality, and these quotes do not
allow identification of individuals.

**Minority Students**

African American, Asian American, or Hispanic American students participated in five
different focus groups organized by racial/ethnic group. One focus group was made up of
students participating in minority programs in the schools.

The minority students described their feelings of alienation, being different, and
unwelcome in classes, residence halls, local night clubs, and restaurants where they are
often the only students of color and witness racist remarks and behaviors:

As a freshman, I entered into the School of _______. I sat in on my freshman
orientation, looked around. Out of about 350, I was the only Black person. So that
was my first taste of culture shock. That right there, in itself, just geared me up for
-- Oh God, is this what I'm just really up to? And it's an uphill battle. I'm still the
only Black person in my class. . . and it's been three years.

In my _______ class I'm the only Latino there, and there's this one Indian person
and that is it. The professor is Caucasian. . . and every student had to go up and
introduce themselves and give a little bit about their culture. And the majority of
Caucasians that went up there, they were very racist in my opinion. For instance,
this one guy said he was in this school where there were 1,500 African Americans
and only 500 Caucasians. So they integrated that school. They made 200
Caucasians go into that school and he happened to be one of those chosen to go.
And he was all upset. He said, 'Can you believe they made me go to a school
where there's 1,500 African Americans? Well, that's not right.' And he was upset
because of that. And I laughed because I don't have any problem where I come
from. He was like, 'Why are you laughing?' I was like, Well in East Chicago
everyone gets along with each other. And there's not that problem over there.'
And there's this other person who talked about how they were from the K.K.K.
capitol of Indiana, and how he was proud to be 100% White.

I used to call home and say, 'I get these stares.' Like they're staring at you when
they're walking at you -- like five feet ahead of you -- and staring at you until they
get right beside you. . . I think another place is stores. When you walk in the stores
in the Chauncey area they stare at you. They don't hand the money to you in your
hand. They put it on the counter and slide it to you. That irritates me. Or they
don't even slide it to you -- you have to reach over the counter to get it. Or they
give you a bag rather than putting your things in the bag for you. You go up to the
counter and they will do anything and everything but help you. They make you feel
invisible, they act like they don’t even see you. And in the restaurants, they sit you
by the kitchen or the bathroom or the door.

The students were concerned that there were misperceptions around campus concerning
why they elected to attend Purdue. Like majority students, they came to the University
for a variety of reasons. Among the reasons given were the prestige of the University,
good recruiting, scholarships, and getting away from home. The students feel that Purdue
is a very good school academically.

Purdue in California is considered like Harvard. I read about it, and the
engineering program and how tough it is, and I really wanted to go into
engineering. So the scholarship, being in track, Big Ten, engineering school -- they
had everything that I wanted.

There was only one pharmacy school in Illinois and that was in Chicago, and I
didn’t want to be at home.

It’s such a well-known program, and I wanted to be a part of graduating from
Purdue. Because you say “Purdue” and it opens so many doors.

However, the minority students felt that the general perception at Purdue was that they
were admitted for affirmative action or diversity-related reasons which in turn implied
that they were actually not qualified. They felt the University should do more to change
this perception.

When asked about the most significant pressures they had encountered, two were
mentioned. The first was the feeling associated with being alone in classes with no
support systems; this was not as true for minority students in schools like Engineering,
Management, and Agriculture, which seem to provide strong support. The second
pressure resulted from the general perception of minority students that majority students
and faculty did not think minority students are academically strong.

I’m the only Black person in ________, and I’m struggling because I have no one
to network with whatsoever. And when I do try, I get underestimated so I don’t
connect. A lot of my professors underestimate me. So that’s uncomfortable for me
to go to them for help. Not to say that I’m a genius, but everybody needs help now
and then. In engineering or management, where they have a strong minority base...
and...a lot of help...I would suggest coming to Purdue. But if you’re coming into
_________ or anything small that doesn’t (provide) a crutch...I wouldn’t come at
all.
Because of such pressures, some minority students are not enthusiastic about recruiting other students of color to the University. Other students said that it depends upon the school their friends planned to enter.

In another group session, African American students talked about Purdue being conservative and that the climate was characterized by "academic snobbery." They spoke about a restrictive atmosphere where different groups were subdued and undemonstrative. They also spoke at length about feeling uncomfortable in classes. Often, they found they were the only Black student in their classes. When group assignments were made, they felt the group was unwelcoming.

I'm sitting in a classroom, we're working on something, doing a lecture and usually, I come in and sit in one spot all the time. They say well, we are going to do an activity; work together. It's four, four, four here, there. But then here's little me sitting here, and I don't have a group to go to. Nobody says, 'Come over here, come over here.' And then they look at you, like okay, oh, well, and then continue on. That's being insensitive to maybe she be uncomfortable. They don't say, 'Are you okay here?' I mean, they don't try to make it so that it's some activity that we're working on that would incorporate a diversity of people.

Other students described more positive classroom experiences:

I think they stereotype. My mentor got a B in her math class. This semester she has a new professor. And she asks a lot of questions. He told her, 'Since you ask a lot of questions, you'll probably do bad in my class.' She said, 'Well, I did the same thing last semester, and I got a B.' So then, on the first test she got an A. So then he said to her, 'I'm sorry; I was wrong about you. You know, that doesn't mean just because you ask a lot of questions, you're not going to understand what's going on. And I have to apologize.'

The student appreciated the apology. Another student remarked upon the behavior of faculty and how it influences student behavior:

Everyone's not as friendly to everybody in the first place, and then, being a minority, everybody doesn't listen to you all the time anyway. And so, when you try to ask them for help, they're... like the first impression is, 'I know she don't know anything; I really don't feel like taking all my time to help her.' And I got that from some students. And then, once they saw, like, the teacher be talking to me all the time, 'Hey, how you doing with this,' and 'You did good on your test' and everybody starts saying that. And then, those students start coming to me for help, and I kind of looked at them, and I laughed. Then I went ahead and helped them, because I said I think they noticed what they did. You know they kind of pushed me away at first. But they found out that I was smart -- not a genius, but I knew stuff -- so they came to me for help.
Students also mentioned going through difficult experiences such as being stared at, getting the impression that people seemed to wonder whether Blacks really belonged at Purdue, and feeling that they always had to explain themselves. Some Black students also said they felt so alienated both on- and off-campus that they needed to seek out support groups.

Asian and Hispanic students characterized the Purdue climate as very conservative. Asian students felt unwelcome in fraternities and in off-campus night clubs frequented by members.

Asians on campus need an outlet. Our club, the Asian American Association, we try to make people aware but we don’t have enough money. We’re not funded, so we don’t have enough money to do this. . . . the H.O.I. put on a luau every year, but it’s like this: We can’t have the function in the Union because we have to have the University cooks cook our food. They don’t know how — they have no clue how to cook what we eat. So what we have to do, we have to get a place off campus and we cook the food and have our luau there. And yet, not a lot of people know about it.

Like many other minority students, Hispanics did not feel welcome in off-campus night clubs or bars frequented by Caucasian students or in residence halls where few other Latino students lived.

I think the personality of Purdue needs to appeal to those students, because they do come in as a minority. And they experience culture shock and go through this whole range of emotions just being away from each other. Hispanic culture is very close, very comforting, very, you know, a homebody culture. So when you’re separated, and then you’re thrown into the midwest, or you’re coming to the midwest, it’s a big difference, so you’re going to try to cling to your own. Unless I find somebody else like myself, a friend, another Hispanic student, I can’t get that empathy from them. They don’t really feel it the same way.

One Hispanic student described the church as a social gathering place:

And the priest, who is Italian, has learned the language, and he gives the Mass. And they have a Spanish dinner. And they open up the basement of the church for organizations to have dinners. An organization that _______ is involved with hosted a dinner there during Spanish Heritage Month, and had guest speakers and things like that. So, it’s funny, because we appeal to the church because it’s not a problem. And it’s a financial thing also for these small Hispanic organizations to try to rent a room here, even in the Stewart Center, or in the Union, or bring in food and things like that. We couldn’t do anything like that on campus. If we had it at the Union, we would have to use their food. We wouldn’t be able to use Mexican food.
Black students also use churches as places to gather.

Church is the only place. There isn’t any place on campus. The church is like the backbone. I know I can’t sing, but I sing in church. It’s like a home within a home. It provides fellowship. It’s the culture. Because you can go to a place where there are just a lot of people that look like you, somewhat act like you, and you just feel comfortable. You let your hair down. You can have any opinion you want and express it any way you like.

Students spoke favorably of the minority support programs in their respective schools. Among the most beneficial aspects of the program are: 1) a sense of community, 2) the reliability of the director as an anchor, and 3) a place for catharsis and release. Students identified personal contact with their minority program directors as very important to them. They saw the personal availability of the minority program directors as key to their success. This has implications for the roles of the minority program directors and the multiplicity of assignments some of them have.

We can share our experiences and our advisor helps us out a lot and gives us a lot of contacts with business people. And so, it’s like we don’t ever actually have to rely on students in our classes to help us out. I can go to my minority group and get the strength and everything I need from them. . . . to me, it’s just to see other people that are just like me who are going through the same classes that I have and having the same troubles that I have. They’re dealing with the same outside pressures. If we can all get together in that same group, that’s what’s helped us out the most.

The director in ________ really made a difference. Without her support. . . I probably wouldn’t even be here now. . . . (s)he started pushing me. . . . if you have somebody like that who you can talk to inside the school, it’s helpful for you.

Another student, stating that there was no one to talk to in her division, reported seeking out a program director in another school for “connection.”

A student credited some minority programs with serving to increase the visibility of the schools and their programs by pointing out,

I participate in admissions. They have a minority peer counseling group, and we call students that have been admitted to Purdue once a week. And it seems like I always have more to say about management, engineering and agriculture than any other school. I mean. . . . I can give them a contact (person).

The participants admitted that many minority students don’t use the programs because some don’t know of their existence (especially transfers) while others don’t feel they would help.
Interviewees commented that Purdue as an institution was not really serious about diversity.

If they were committed you would see it all across the board, not in certain schools, not the schools that get the money for minority support, not the schools that recruit the companies that want minorities, not only those schools -- everyone, I mean all across the board there would be strong minority recruitment and support and you just don’t see it.

The commitment of particular schools was seen as a function of the sincerity and activism of certain deans. Students also felt there should be a method of increasing faculty involvement and interaction with students of color. This interaction would be both in and out of class and would lend to a reduction in faculty insensitivity, especially stereotyping which was perceived as a major problem.

And I think people really truly do not understand, a lot of professors truly do not understand, what minorities go through unless they’ve worked with minority children or been reared with a lot of different minorities. If they just come straight from community to community and they have no exposure to working with minorities, then how can they?

**Minority Program Directors**

Two groups of minority program directors met with two different consultants. The minority program directors are very committed to their jobs, to their students, to their school and/or program, and to the University as a whole. They are seen as valuable anchors to the students who participate in the programs. They play multiple roles in their schools, some of which, from their perspective, are not part of their job descriptions. They feel very supported by their deans, but generally not appreciated by faculty and other staff within their schools. There is little perceived institutional support as well.

The dean’s been very supportive. Anything I wanted to do or anything that concerned one of my students that I thought would work, I got support in doing -- I got the funds to do it. There hasn’t been any question that I can’t handle all the issues that they want me to do. So now I have more people involved with what’s going on. The dean wants to be involved with what is going on, especially the graduate recruiting. Purdue-wide I do think the administration is for it. But then again, we have some pockets here who don’t believe they should be putting that extra effort towards minority students.

The minority effort is in place because of the dean. If he leaves tomorrow, I had better be looking for another job.
The directors agreed that the individual programs are as strong as their individual deans and directors. They feel they do not have adequate resources or staff. Perhaps more importantly, they think Purdue needs to develop a strategic plan around diversity issues.

There is nothing University-wide that says, ‘This is our goal, this is our intent, this is where we want to be five years from now.’ What is being done is really determined by the folk within the respective schools, and little direction is given from the people at the higher administrative levels. There are no funds, as far as I know, allocated specifically for minority efforts in the different schools. In my school all of the funding comes from the dean. Much of it comes from gifts.

Purdue truly needs to get a strategic plan around its diversity issues. I think there’s lots of hits and misses all over the place. The fact that no one coordinates any of that, that no real dollars are a part of the overall budget to deal with diversity issues.

The directors also recognize that some programs are well supported and some are not. The fact that different programs have such widely varying resources can create tensions among directors.

I believe that the management and engineering areas probably have the most support here. When I say support here, coming from the administration down, as well as industry, because of the national reputation that those schools have. Some of the other areas that are less well known nationally don’t have a lot of financial support. So when I look at, for example, at any school, I’m it in terms of minority programs. There’s partial use of one secretary, but even when I go in to get the secretary to assist, it’s almost a fight. So there needs to be some additional funding to provide some more flexibility for people in roles like the directors of programs in other schools.

The directors feel they do not get proper training for their jobs, which are also not clearly defined and have multiple, sometimes conflicting expectations. The minority program activities generally do not reflect national success models or the most effective retention research.

I don’t think any of us really get the proper training to do whatever this job requires.

I think the challenge here is for the University and the folk in our schools to recognize what we do and how much of what we do. They don’t realize, recognize, appreciate the different hats that we wear, the different responsibilities that we have as directors of these programs. If they don’t recognize it, they don’t understand why you need a clerical person. Why you may need a work study person. Yes, you are involved in fund development, academic advising, you’re counseling students, you’re also teaching and creating curriculums, you are planning programs, you’re
evaluating programs, you are delivering the programs. Jump, jump, jump, jump!
There are only so many hours in the day.

The directors also seek opportunities for networking and professional development.

In order for me to do the very best job that I can, I certainly need to be able to do
more networking, to get out and attend conferences, buy some journals or subscribe
to certain magazines. But there’s no funding available, so we’re limited in terms of
keeping abreast about what’s going on out there...and they may say, ‘Well, that’s
in the library.’ But if you look at our calendars, there are not many of us that have
time to spend in the library.

If the directors had increased program resources they would use them for recruitment,
services to students, and support materials for themselves and their programs.

Most of the directors admitted that they conduct little to no formal assessment of the
effectiveness of their programs. They measure program success through graduation and
employment data, personal conversations with students or anecdotal information. They
attributed lack of formal assessments to lack of knowledge and time constraints.

There are a lot of things that I want to do that I don’t have time to do. The way I
evaluate right now, success is how many students come in and how many students
graduate. And that’s not the ideal way I want to evaluate. But I don’t have time to
sit down and plan the things I want to do. I need time just to have no phones
ringing, nobody calling or e-mailing me, nothing.

For me success is the number of students that will enter the professional program.
But more importantly, how the students feel about themselves, that they feel they
can achieve, will achieve and will be successful. That there is a sense of
community for the minority students in this school.

The minority program directors were critical of faculty attitudes and felt marginalized and
isolated in their schools.

In my school there are very low expectations. Those minority students who do
succeed are considered the exception. Some faculty members are very supportive
and certainly reach out, but for the most part there’s that sense that they believe
minority students can’t or they’re less than, or if they get a C it’s okay. There’s that
mentality that minority students just may not be able to do it...I have very little
faculty participation directly in the program. I have a couple faculty members who
will conduct study skills seminars. But it’s also the mentality of the school and the
profession if you can’t make it, then get out and only the best should be here.

Yesterday we were in a meeting talking about admissions. ‘Well if they can’t write
just like we want them to write, which is perfect English, then we’re not even going
to consider them.’ And all of these little things which say, ‘One must fit into this little box and be a perfect match.’ And you’re sitting there, and you try to explain and it is discounted, disregarded. They forget what diversity really means and how much of value it is to the ______ profession.

The primary reason many of us are in these positions is because the corporate world and some outside people say, ‘We need someone’ and Purdue University says, ‘Okay we’ve got this person here.’ When it is necessary, they can pull us out and show us off, and we can talk about what we’re doing and how we are making a difference. But is there real value? Do they respect and appreciate what we are doing? I wonder.

However, negative faculty attitudes are not universal. Several minority program directors were very positive about the faculty attitudes in their schools.

In my undergrad program I can call on my faculty. They will all volunteer. I haven’t had anybody turn me down. With the graduate programs, we have a committee put together. Members are interested in increasing the numbers and they all participate in what’s going on.

The minority program directors have positive attitudes about Purdue and its potential to do better in its diversity efforts. They made many recommendations for improving minority student recruitment and retention, and the campus environment.

Purdue is a great institution, and what I say to folk is, ‘This is the real world.’ But gosh, there are lots of things that it could do to be even better. You know, it is outstanding; it has trained us well; we can take on the world. But, if they could just do some fine tuning.

They recommended that people take responsibility for the success of minority programs at all levels:

We have a responsibility if we admit the student to put in place a structure that’s going to help that student achieve the goal. And I don’t think that is often the case.

And so we have to realize that the institution needs to recognize who we’re bringing to this University and what their needs are academically, socially, personally, and what needs to be in place to address those needs. I think minority students are very fortunate because they have folk like us. They have programs in place. And if the truth be told, what is being done for minority students needs to be done for all students.

They further recommended that all levels of leadership, from the President through the schools articulate the message loud and clear, “we appreciate, we welcome diversity.”
And they thought this commitment should be accompanied by money and accountability. They recommended that minority programs be line items in school budgets.

The minority program directors also recommend increased collaboration among the programs:

I can see where there could be more collaborative type efforts with all of the programs. Students are going to be looking at Purdue as a whole. So, if there was some funding from the University, I see that funding being targeted for collaborative efforts where we can do some joint things with different groups. If we had collaborative funding it would give us a chance to reach lower grades in our recruitment, for example.

The minority program directors are also concerned about the attitudes and values of all students at Purdue, and recommended orientation programs for all students.

All students need to be required to take some kind of course that helps them begin to shake off some of that crap that they’ve brought from home with them, and to understand the value -- not only to somebody else, but to themselves as well, and their future families -- of learning how to work with a variety of different types of people.

Finally, the minority program directors felt strongly that diversity training is needed for all members of the Purdue community. They are sensitive to the discriminatory remarks they hear and want to see the overall environment change.

I think a lot of things happen here because we are female or because of our skin color. And it goes for so long before you really uncover what’s happening. You don’t even know you’re being discriminated against until it’s gone so far that you can’t do anything about it, or you’re so wounded that you can’t mobilize yourself to do anything about it, or else you just go crazy and you do too much about it. You hear it coming out of people’s mouths in meetings when we’re dealing with other kinds of things, certain kinds of meetings you might attend. You can’t put your hands on it, but you know it’s there. You just really can’t isolate it so that you can begin to deal with it. It comes from all kinds of directions, and you think you’re crazy.

They envision an environment in which there is appreciation of differences, efforts to get rid of stereotypes, and more willingness to reach out to all members of the campus community. They want people to know each other not as a category because of skin color, but as individuals. They seek a campus-wide attitude of “What can we do together to make it be a better place for all of us -- to help us be the very best that we can be.”

To sum up, the minority program directors recommend the following actions to strengthen minority student recruitment and retention and improve the campus climate:
• Define the position of minority program director and the necessary preparation or background for success in these positions.
• Give the minority program directors the training they need to be successful.
• Integrate them and their offices into the schools.
• Stabilize their financial resources.
• Collaborate and share resources with other programs across schools and with student affairs.
• Encourage more involvement of faculty, staff, and other academic advisors within the schools.

Minority Faculty

Five different focus groups of faculty participants were conducted. Caucasian junior faculty, Caucasian senior faculty, and minority faculty members were interviewed in separate groups. Black, Asian, and Hispanic faculty were included in the minority faculty focus groups. This section reports on the perceptions of minority faculty; the next section describes the perceptions of junior and senior Caucasian faculty. We have chosen to separate the faculty groups because their perceptions are so different. Minority faculty tend to view the campus climate negatively and have very different experiences than Caucasian faculty. Caucasian faculty who participated in the interviews, while more positive about the climate, indicated understanding and empathy for the experiences of minority faculty.

Minority faculty are concerned about the way they are treated by students in their classes, and by the response of their faculty colleagues in their departments.

Personally I have not experienced any form of direct harassment, but I do know of faculty of color on this campus who have, and their stories resonate, because I see the same attitudes. Students are very, very bold in their willingness to say things that are blatantly sexist, racist, and homophobic.

The first semester I taught... I came into the classroom, and someone had written K.K.K. on my blackboard. I said, ‘Well, who did this?’ I didn’t assume that anyone in my classroom had done it, and I erased it. A student came up afterwards and said someone in my classroom, another student, had written it right before I came in. And again, I felt that because the other students didn’t say anything, and speak out in class, there was a kind of an atmosphere of fear to speak out that was created.

The only case of direct harassment was last fall. My door to my office was tampered with. I had various flyers up, taped down on all four sides, and I came in the next day and they were gone. So, I put another one back up. And I came in the next day and it’s gone and something else was put up in its place, a flyer for some other event. It happened three or four times. It was a cat and mouse game. I
wondered, ‘What’s my office door going to look like this morning?’ And I don’t know why someone would do that but it was certainly disheartening to realize that someone was targeting me. It wasn’t random, because if it was random, it would have happened only once. Now I put nothing on my door.

Minority faculty were upset with the response by departmental colleagues to these kinds of events.

And the response of the department was, ‘It’s a personal thing. You’ve got to learn to take care of it.’ At no point in the whole fiasco did anyone take it seriously as a question of students are somehow getting the message that it’s okay to act in disrespectful and disregarding ways toward any professor.

On the one hand, they really want to pat themselves on the back for hiring minority faculty. On the other hand, they are completely unwilling to ask questions about the climate which they create, or the presuppositions about their own goodwill. I don’t think that they are racists... but I do think that they are very blind. They have no idea of the kinds of things that happen, of how alienating it is to be singled out as a representative of this group.

I would have to say that the distressing thing that some of my colleagues -- if I can call them colleagues -- that we’ve talked about is the treatment of faculty members and the great silence surrounding the treatment. It’s all whispers in the hallways and there really hasn’t been anything said by the department at all. I can kind of feel that they are disturbed by incidents but there really isn’t anything said openly about it in the _______ department.

Minority faculty also feel that they are expected to assimilate into the larger culture.

The assumption is always that I have to assimilate into their ideas, and that their toleration of the differences that I represent is good. But they never consider that maybe the fact of the presence of faculty of color might call on us all to think a little bit more seriously about our normal ways of acting and thinking.

They view Purdue and the surrounding community as conservative, and expressed concerns about events in the local community.

I guess I would have to say it is a racist community that surrounds Purdue. We have a militia group. The Klu Klux Klan has openly demonstrated. And I guess you know the history of the Klan in Indiana. Students talk about their Klan roots. I’ve had students come up to me and say, ‘Well, I’m not exactly boasting but my grandfather was the Imperial Grand Wizard,’ and they are boasting. This trickles down into the classroom, the campus.
Minority faculty sum up their feelings about the environment by saying, 'We are lonely here.'

They also are angry and cynical. They pointed out the stereotyping that occurs. They worry about the double bind they are in as junior faculty who have one set of expectations to achieve tenure but numerous requests for service or assistance that interfere with their need to do research and publish. And they speak out about silence.

When I first taught the Asian American literature course in the English department, they put it in one of the science buildings because the perception was that most of my students would be coming from science or engineering. I had one engineering student and the rest were from Liberal Arts!

It sends the message loud and clear that I've got one job here and that's to publish. That's the only criteria upon which I will be recognized. And I do all this other stuff, and that's fine and dandy. And they'll even say, 'Okay, isn't that good' and I'll get back slapping for it. But in the end, it won't count for anything! That's not going to give me tenure. . . so it's a double bind.

And I don't see any statement on behalf of this University which says, 'We are interested in benefiting from experiences of diverse groups of people, especially African Americans, Mexican Americans, Asian Americans, and so on.' The silence on the issue really speaks louder than anything else. I don't hear anyone saying, 'Yeah, we realize that we have a small minority of faculty of color, and that fact makes it harder for faculty of color to feel comfortable here, so we want to do something about that.' I don't see anyone saying anything like that to me.

In discussing their perceptions of the obstacles to hiring faculty of color, faculty members offered several opinions. One is that the departments do not seem to be interested in minority scholarship. Another barrier is the current lack of diversity, which is seen as creating an unwelcoming environment. A faculty member mentioned the perception of hostile public schools, while observing that the West Lafayette school system had a more positive image. Several faculty observed that silence on diversity issues is a problem that affects many areas of University life.

To improve the climate the faculty recommended that the silence be broken at all levels, including the central administration.

I don't know what actually goes on at the higher echelons of the University but my feeling is that this is an issue that isn't really taken seriously. . . I'm just completely disconnected. It's like a way-big institution. And I'm never going to have any place or part in the University happenings at the upper echelons. But, I would like to see much more dealing with the status quo and the acknowledgment that we live in a country with a racist history. Just a simple acknowledgment (at all levels -- University, school, department, individual) that these are what we're battling with
would be a first step, but then also, a commitment to deal with these issues as they inhibit learning, and our sense of safety and comfort.

An important first step in improving the campus environment would be simply acknowledging that racism exists and demonstrating a willingness to speak out about it.

**Caucasian Faculty**

Caucasian faculty viewed the campus climate from the perspective of the climate in their particular schools and departments.

I think a lot of the atmosphere is really school-dependent. It varies greatly across schools. And even within schools, it varies greatly from area to area. If I were asked the one word description of my feeling, it is oppressive. I think it's partially the way a particular sub-group within the school is managed.

Caucasian faculty who participated in the focus groups agreed with the minority faculty assessment of the campus environment as conservative.

I think we have a conservative campus. I don't believe we have a racist campus, but I could be wrong, but certainly it's conservative.

The Caucasian faculty appeared to understand how minorities would feel in this conservative environment. They were also careful to state how they realize their experiences are different.

If you ask me how things are absolutely, I don't know, because I don't get affected by these things as much as the minority students do. So I could sit back glibly and say, 'Gee, we've really come a long way,' but I hear others -- minorities -- who say we haven't gone very far at all...it seems like we've made progress. I hope we've made progress. But how do we measure that progress? If it's measured by the individuals who are affected most seriously by this, and if I hear statements that it hasn't gone very far yet, then am I right, or are they right, or is it just somewhere in the middle? I don't know. I'd like to think we are improving dramatically the environment for dialogue and bringing people together and discussing issues and things. But I can only say what happens in my classroom.

And I know within my own little unit, we're doing things proactively, but the climate is a problem. I mean we have these diversity groups and so forth, and celebrating different cultures, and that's great. There's something really positive that occurs there. Yet, there's also another level where I think there's a different feeling about talking about diversity internationally and diversity among African Americans specifically. I think there really is a sense that this is not a safe, comfortable place. And I do think that the perceived reality is reality. And I think
there's a reality for a lot of minorities, particularly African Americans, who say this isn't a safe place.

Interviews with Caucasian faculty, both junior and senior, showed repeatedly that they cared about the issues, wanted to learn and understand more. They gave numerous examples of talking to their students, observing what was going on, and picking up on the differences that people experience. They tended to be much more optimistic about their future and the University's than their minority colleagues. A senior faculty member commented:

It is impossible to ignore the issues of diversity and representation as it was not impossible to ignore them ten years ago, 12 years ago, 30 years ago. It's in the curriculum, it's in representation on committees, it's in hiring practices...it's hard to judge relative or pure results on the whole thing sometimes, but my optimism about it all is based on the fact the issues of diversity representation and equal treatment have become a part of the consciousness of the institution. Now, sometimes we get into scrapes, or some of these issues are handled badly, or we're awkward about them, or some students happen to come from a certain social background or a particular atmosphere that exists in a small hometown, or some of these things go awry. But I think that this University has the right ingredients in place to make profound changes for the future.

The Caucasian faculty also recognized that the surrounding community could be a problem for minorities:

I think there is also somewhat of a community problem for African Americans. When you get out into the community and just interact with the community, the difficulties -- I've heard just a few because they won't tend to talk to me about this -- but the difficulties seem to be in the grocery line, the drug store, and interacting with the community. It's a sort of latent hostility. Klan rallies on the Courthouse steps don't help.

The Caucasian faculty had recommendations for improving the campus climate. They used the University of Michigan as an example of building better community relations, and talked about the value of cultural centers and multicultural courses:

The University of Michigan has been the most successful in getting minority faculty and students. The President met with the Chamber of Commerce, the police department, the Mayor of Ann Arbor. I'm truncating the message but he said, 'Do you want us here? Then you be kind to our students.' And it has made a difference.

We lack cultural centers of any sort on any scale. I would not be opposed to seeing a Black Cultural Center, a Native American Cultural Center, a Hispanic Cultural Center, an Asian Cultural Center. . .but it has to be a true cultural center, not an
afterthought, not one of the Purdue Research Foundation semi-derelict houses
down the road that is conveniently hidden from the rest of the campus by a garage.

Faculty who participated in the focus groups, particularly junior faculty, were enthusiastic
about incorporating diversity into their classrooms and teaching. In this, they saw
themselves as responsible for making a difference. They told stories about how they were
incorporating diversity into their classes:

We start off with slavery, so that we know that we had Indians as slaves, that it
wasn’t just an African American population or Blacks brought from Africa. And
we talk about historical terms, like mass, not being necessarily a term that’s just
used for Black slaves, but was used in Europe by White women who were
enslaved. And they’re really very surprised when they hear some of these things.
And in the modern today we talk about affirmative action -- I always get White
males who are upset that I’m taking their job away from them. And then, sexual
harassment. . . I have found that if I start off with a gentle approach instead of
getting a defense, the males in the classroom are ready to listen once they hear
some of these stories. You know they’ll wait and listen to stories of men being
sexually harassed.

All of my research is how people learn (science discipline) and what we can do to
help them learn this better. And I’m beginning to realize that one of the most
powerful tools we have is interactive group work. I think that applies to these
issues. When people open up and start to really say what they believe and what
they think, then they begin to realize what a diversity of beliefs we all hold, even
about something as intrinsically abstract as (science discipline). So I’m basically
training professors how to teach interactively. And we’re finding out that we have
minority students there -- and the more we get them (students) to talk to each other,
the more they see each other as people, not as stereotypes. You put a human face
on this.

All the way through we’re talking about how will you teach people who learn
differently, or cultural groups who have a different tradition of learning. And I
meet with resistance because the students are all from small towns in Indiana.
They have never seen anyone different from themselves or had a meaningful
conversation with anyone different. And they simply don’t get the point until we
start bringing people in. I bring in education professors who are minority or who
are diversity experts. I bring in newspapers. I show them classrooms in
Indianapolis and say ‘look.’

During interviews, faculty came up with ideas for achieving multicultural experiences for
all students, breaking down stereotypes, transforming curricula and teaching, socialization
of faculty, and support systems for minorities across the University.
Recruitment and retention success seemed to vary by schools. The faculty believed that good programs and strategies were available at Purdue but the organizational structure makes it difficult to share these ideas. When asked about hiring more minority faculty, White faculty responded with hiring stereotypes:

They don’t exist.

If there’s a quality minority applicant, somebody we would consider having in our department, they will go to Harvard.

They’ll choose to go to big cities or the coasts.

Some said they had mentoring for junior faculty in their departments, others did not.

The University of Michigan was described as having a series of programs and events that regularly bring faculty together. They suggested that Purdue examine successful programs elsewhere for different approaches. The faculty believed it was very difficult to meet faculty from other schools. They felt that the general feeling of isolation was attributable to the organizational structure.

**Deans and Department Heads**

Two groups of deans were interviewed. Overall, the deans were knowledgeable about diversity efforts within the University and their own schools, had many ideas to offer, and showed a great deal of commitment to achieving more diversity within their students, staff and faculty.

With regard to strategic planning, the deans felt that the overall expectation of the University for diversity had been verbalized quite well, but there was no framework to demand it or hold people accountable for results. Most schools have diversity in their strategic plans, but they do not receive a University response.

I think there is significant support at the higher administration level. There’s commitment, financial and philosophical commitment to these issues. But Purdue is pretty decentralized. And the fact that there’s no response to the schools’ strategic plans says nothing about diversity, it just says something about Purdue.

Since we don’t have a University strategic plan, we do not have a University strategic plan which includes a diversity element. So, basically, the nature of this place is that it is the sum of its component parts.

Excellence 21 initiatives offer a possible solution to decentralization and the lack of sharing of experiences, both successful and unsuccessful.
The deans think they are proactive about diversity within their schools’ strategic plans. In addition to focusing on demographics and numbers in annual affirmative action goal setting, deans are focusing on environmental issues.

We’re building our strategic plan and it focuses as much on the support systems within the school and an environment within the school that respects people as it does on numbers and demographics.

We didn’t initially have diversity in our strategic plan, but when we ran the plan by the Dean’s Advisory Council we got roasted pretty well for that, and we put it in -- both gender and race.

We’re setting goals and ten-year plans with what’s going to happen next year and the year after, up to ten years. Our philosophy is just keep the pressure on in many ways. Try to get more faculty hired, try to get more students into our programs, try to get out into the community more and then set goals for each of those things.

While there is no University-wide strategic plan with targets and accountability, the deans felt that a commitment to diversity has been made by the President and help is available to them for their diversity efforts.

Gappa’s office indicates a commitment has been made by the President. . . there are extensive resources that have recently been committed in this area, which certainly in an overt way give evidence for a commitment at the highest levels. That having been said, a more proactive University plan, which clearly spells out goals and targets, could it reach greater numbers? I think it would have to be said, ‘yes.’

I think we would all agree that there have been considerable philosophical and financial support mechanisms put in place and there’s a genuine commitment.”

From the top, since there are no pronounced targets, I don’t see anything to be accountable to.

The deans are using many strategies in their efforts to recruit and retain minority faculty. They talked about using the Bridge Programs financed by the Executive Vice President for Academic Affairs. Generally speaking, they felt the Bridge Programs offer them flexibility and open up opportunities. The deans talked about opening searches, delaying searches for an appropriate applicant pool, meeting regularly with their women and minority faculty, meeting market demands for faculty salaries, and conducting exit interviews.

Questions about minority and gender in the faculty are part of my annual discussion with the vice president. I meet with my department heads and at least start
searches. And I hope it is pretty clear to them that there are expectations in regard to how they’re going about that process... I am expecting to see progress. The one thing that you don’t want to do is undermine the process. You don’t want to create an environment in which, if you are an African American faculty, you feel you’re somehow less qualified. So we walk a very fine line to make sure we continue to try to make these things happen, but not in a way that then creates an impression that they are less qualified people.

We know that there are more minority candidates in _______ than in a lot of fields, but our pools were not sufficiently rich. So I am not letting any invitations to candidates go out to visit our campus until the pools are sufficiently rich, or I am personally satisfied that we have done everything possible that we can do and there are not candidates available. I’ve defined a sufficiently rich pool to be that we have not only found minority candidates, but they have, with the usual screening, emerged as part of the top group. Then we know we have the rich pool, and we can proceed with interviewing.

I truly believe that our best bet is to use our networks and target individuals who we know would fit nicely within our disciplines and expend the effort to recruit them and that takes sometimes a couple of years.

The deans expressed concern that the surrounding communities are a stumbling block to recruitment:

I think Lafayette isn’t a typical community for African Americans. I did not understand how things happen until our recent hire a couple of years ago. And what we view as a very fine community to live in is not as wonderful for African Americans.

The deans also discussed the need to be proactive in retention and to conduct exit interviews with all faculty who leave.

I work really hard on the retention part and we haven’t lost anybody except through retirement. I take a personal interest, and I want to make sure, from the time they are interviewed to the time they come up for promotion, that they are going to succeed. And that they do the things that they need to do, and don’t do the things that detract from the things they need to do to have the scholarly and teaching credentials it takes to be promoted. And I’m just on the department heads’ case, and I often work directly with the faculty member. And I caution them ‘don’t get involved in committee work.’ I feel very strongly that they must succeed as scholars and teachers first, and that everything else comes after that. We’ve been pretty successful.

We’ve lost minority faculty members. One was hired away to a much bigger job but the other one left, and I think he was a very fine individual. He did not say this
was the problem, but I think he did not receive the mentoring. He was left too much on his own, and it was tough for him. And there was a lack of group support because of polarization in the area.

All in all, the deans appear committed to achieving a more diverse faculty, willing to make extra efforts to do so, knowledgeable about University resources to assist them, and well informed about hiring and retention activities within their schools. Practices vary greatly among the schools. It appears schools could benefit from hiring guidelines, and sharing of ideas and strategies for enhancing their recruitment and retention efforts.

The deans also discussed their programs aimed at recruiting and retaining minority students. While they occasionally saw faculty attitudes as a deterrent to their efforts, overall they were optimistic:

If students fail at the end of the semester, who has failed? Is it the student or the professor? I discussed this with some of my faculty -- you can get some pretty heated discussions on this point -- but at the moment, the minority, not zero, but a minority of the faculty would consider a disproportionately high failure rate as evidence of their lack of success as a teacher. It would be more likely to be viewed as the lack of performance by the students. I think a change in that attitude is critical.

I believe I see some very good signs. We have a new minority student in the hospital. We talked about how to configure a support group...The conversation had to do with his prospects here. I heard a lot of good things about finding the right teaching assistantship to optimize his contribution and add to his experience here. It was typical of what I'm hearing now, but I think we have to keep on it all the time.

The deans certainly do “keep on it.” They talked about the need for freshman orientation for all students, their minority programs, tracking students, transforming curricula, the new Curriculum 2000 in liberal arts, basic skills courses, getting students to mix with students of other ethnic/racial backgrounds, and the role of advisory councils. As two deans summed it up:

I think that the best thing we can do is do a lot of small things, but do them purposefully. I mentioned a few things that don’t sound like much -- putting up a poster that emphasizes diversity, bringing in people, asking recruitment chairs from fraternities and sororities how many African Americans they have in their pledge class. I think there’s so much we can do, small things, without getting people really all upset about it. I think it’s the consistent small things by a significant number of people that’s going to win the day...What we need to do is recruit more advocates. It’s got to be more than the deans. I think, without question, the deans are 100% behind it and most of the department heads are too. And certainly our boss is very much behind it. But you need more than that. They'll say, well, they have to have
leadership from the top, but I say right back you’ve got to have strong internal advocates.

We need every faculty person walking across this campus, speaking to all the students, greeting them with a smile, being interested in them. I’ve often marveled at how many students walk across our campus with their heads down who aren’t getting any eye contact. Quite frankly, I think you can notice a disproportionate number who are minority students. It has to be a chilly climate. All of us have to express ourselves every day consistently.

The focus group of department heads was not taped. The paragraphs which follow are a synopsis of the interviewer’s notes of the meeting.

Department heads echoed the deans’ commitment to diversity. They cited, as obstacles to hiring minority faculty, Purdue’s location and the pay scale. But they also felt that increasing the salary too high would create resentment among other faculty. (The deans disagreed with this assessment.) Most said they lost minority faculty because they got better job offers in locations where they preferred to live. The department heads are also looking for administrative commitment. According to the department heads, many faculty believe diversity does not have a high institutional priority; therefore, many faculty seem to be reluctant to involve themselves in efforts to improve the situation. The department heads felt that a clear directive from the central administration on the importance of diversity would be extremely helpful to the University. They felt the main problem was inertia, not resistance.

Members of the focus group felt that large numbers of faculty and students do not understand the importance of diversity to the educational process. The predominant attitude, they felt, was that a student comes to the campus to acquire certain knowledge and skills, and diversity was not perceived as having a close relationship with that goal. All of the department heads felt that preparing students for the global environment necessitates enhancing the campus climate and promoting the interaction of majority and minority students.

The President’s Cabinet

This term applies to the vice presidents and to directors who report directly to the President. Some of these individuals were interviewed one-on-one. Others participated in a focus group.

One participant began by noting that he was a student at Purdue twenty years ago and recently returned.

If I were to take a snapshot of those two 25 year periods, change has permeated this institution like other places. But we’re probably still grappling with differences on campus -- whether you value and whether you don’t value them.
We probably have people who are on all sides of the question, from, ‘What’s in it for me?’ to, ‘What does it really mean?’ to, ‘What’s it going to do to me?’ And you have a population of Black students, faculty, and staff that has grown but not at the rate that I think people would like to see it grow. So you probably have a growing constituency that feels the environment isn’t as warm to them as they would like.

Another participant summed it up by saying, “We’re getting there, but we’re certainly not there.”

Participants were clear that, “you find what you’re looking for” at Purdue.

If you’re looking for opportunities to participate in diverse cultures and to get exposure to people that come from a variety of backgrounds, there are ample opportunities for you to find them. If you’re looking for opportunities to remain exclusive in who you expose yourself to and find people who only share your point of view and come from your same culture and backgrounds, that’s certainly very easy to do too. So it’s really up to the individual to find what he or she is looking for.

Individual responsibility continued as a theme of the interview. There was a strong feeling that more should happen at the grass roots level.

If everybody changes a little bit or understands they need to be a little bit more observant, chances are a lot of little steps are going to make big steps.

I would suggest that the University has a responsibility to create an environment for diversity so that everyone can find a comfortable home and be part of the University. And I think the University’s done a lot to create an environment of expectations on diversity. But it has to get done at the grass roots level. I, as a department head, or my staff as people who hire individuals, must really believe and want to reach out to try to find minority staff members to join us or it won’t get done.

There was discussion regarding barriers to intergroup interaction. An example offered was that some Caucasian administrators might feel uncomfortable going to the Black Cultural Center. Because people are fearful of saying the wrong thing and “alienating” others, communication is stilted.

If you have a White or a Black who went to an integrated big city high school, they have learned to co-exist with each other. The problems are the kid from a White rural town who wouldn’t know a Black person other than in the stereotypes he’s heard or the inner city Black kids who lived in a very difficult environment. It’s the two segregated environments that need help.
Participants were asked what they were doing personally to improve the climate for diversity. Among the activities described were: sensitivity workshops for unit staff; new student orientation for every student; support for a new Black Cultural Center; programs to train service staff for skilled positions; and, notifying persons "in the pool" about position vacancies. The participants felt that the biggest problems were getting students to mingle together and getting minority student representation in student organizations.

Suggestions were solicited for improving the climate. One participant affirmed the need to continue to be aggressive in recruitment, adding that it is important to have large enough numbers within a group for people to feel they fit in. Participants also said that helping minority students feel comfortable was everyone's responsibility. Several participants talked about having a model or a road map that would motivate them to keep pushing ahead.

I'm not sure anybody has a good feeling for what that road map might look like and then to expect that, hey, as you go down the road, these bumps are going to occur. Don't overreact, keep pushing towards the bigger picture of why you should value diversity and cause this thing to go forward. . . Keep walking, because about another mile down the road you're going to feel better. I think that might liberate things a bit. If there are any models out there or stories or history that we could gather to say, 'We're in a normal period of evolution; whatever you do, don't stop, go faster.'

Possible models cited by the interviewer of institutions that had pushed ahead, hit bumps in the road, continued pushing, or changed direction were the University of Michigan and Northwestern University.

**Dean of Students Staff**

Participants from the Office of the Dean of Students felt diversity has grown in importance but it still did not command a high University priority. Participants felt there was a greater awareness of the need for diversity, but that Purdue was a long way from embracing change. They did not feel that the majority of people at Purdue understand why the issue of diversity has any relevance to the Purdue community. No one appears to have made a pragmatic case to students and faculty of how a more diverse population will improve the working and learning environment at Purdue. They also thought responsibility for recruiting and retaining minority students was diluted among too many different offices at Purdue. The lack of coordination among units left these efforts fragmented.

They felt that the University community was often unaware of how isolated and excluded minorities feel, and that the surrounding communities did not offer them much social life. Social activities for the Purdue minority community is often so limited that some students and faculty often go to Chicago or Indianapolis to find friends and things to do on the
weekends. According to this focus group the campus needs to make a greater effort at including both students and faculty in more public and private functions. The small numbers of minority students and faculty and the nature of the community make recruiting and retaining minorities difficult; this is a "chicken and egg" problem.

In response to questions about diversity programs within the Office of the Dean of Students, participants said the one they had fell short of achieving its goals.

In making recommendations, they said that the University would be well served to give search committees sensitivity training for the interview process with minority candidates. They offered several examples of comments made during interviews, which caused a negative reaction from the minority candidate. Staff members also suggested a more formal approach, such as a course on diversity, to help enhance the campus climate.

Finally, staff members felt that a firm commitment from the top was essential. They sensed that most people in their office and in many parts of the campus are ready to follow the leadership of the administration.

(This session was not taped or transcribed; this text has been synthesized from notes prepared by the interviewer.)

**Black Cultural Center**

The Black Cultural Center staff expressed pride in the accomplishments of the BCC:

I would say that its historical preservation and perseverance, as it relates to its 25 year history, in the climate of North Central Indiana -- that it would remain one of the premier Black cultural centers in the nation, and that it will remain on this campus in such a vibrant form -- I would say that is a major accomplishment.

The Black Cultural Center staff described the climate as "tolerable" but went on to describe the campus as very divided along racial lines. Staff members perceive that the attitude of White students is, if there was no overt racism, there was no racism; and, thus, their view of racism at Purdue was vastly different from that of Black students. The Black Cultural Center was seen as a "comfort zone" and an outlet for cultural expression.

We provide an outlet as it relates to our performing arts ensembles. We have a choir, dance troupe, drama troupe, and creative writing guild all of which focus on the African American experience. I think that is one of the main ways we assist with retention. We give an experience that they are accustomed to having. In this predominately White University not everything looks like them. However, there are some things that are like home; there are some things that they can easily identify with and relate to. I think we also assist with retention in our library. It's an academic place of study.
BCC staff also felt that the rest of the campus views the BCC as "the solution for every Black student's problem." Black students have been referred to the BCC for such services as financial aid, counseling, and other inappropriate purposes. The staff felt the Black students should be "everybody's responsibility," not just the BCC's.

It's not unusual if a Black student is in an office or somewhere on campus, that they have a concern about financial aid, or housing, or how do I change majors -- the response is, call the BCC. Like, we're the resource for every Black student, regardless of their problems, as opposed to recognizing that if it's a financial aid problem, it needs to be directed to the Financial Aid Office. I think that some people at the University just look at the Black students and think that they need to go to the BCC to get their answers.

Staff members expressed the belief that the BCC has high institutional priority, based on public statements by the President. Another stated that s/he has seen examples of good-faith efforts by the University over the years. In the future, they would like to see more administrators, faculty, and staff come to the BCC for dialogue.

I think that the presence of administrators, faculty, and staff at events and at the center itself to have some dialogue with the patrons of the BCC in the BCC setting would be one way to enhance the students' conception that they have a genuine interest.

Suggestions for enhancing the campus climate included: required diversity training; recruiting more minority faculty, staff, and students; infusion of minority-related material into the curriculum; and, recognizing that campus climate is everyone's responsibility.

It's important for the University administrators and faculty to understand that just because they hired one, or we have one or two, we have met our affirmative action goals, to not stop at the affirmative action goals -- that you can go up and beyond these.

I know a lot of people deal with it in their curricula -- if they deal with it at all -- during a week when they talk about Black history or prejudice issues or cultural awareness. It should be presented throughout the curriculum. You're dealing with a diverse society now and getting even more diverse. And to ignore that fact or not act upon that fact as it relates to teaching is wrong.

I hear some students say that they feel that they are treated differently or with a reduced level of respect by some of the staff they interact with here at the University. I say, employee evaluations could send a message that this is something important to us, something we are going to evaluate.

Everyone should feel ownership in making this an environment in which everyone can be successful.
BCC staff would also like to see other minorities included in the dialogue. As they said: “It’s not all Black and White.”

**Administrative and Professional Staff Advisory Committee (APSAC)**

The APSAC group was asked to profile, in general, the administrative staff at Purdue. Their responses were quite succinct: Caucasian males at the top in decision-making positions, and women and minorities at the bottom. However, APSAC members felt there have been improvements and hope there will continue to be. They also felt that diversity issues at Purdue are centered on faculty-student relations and are seldom raised as A/P issues.

The APSAC participants indicated that as an organization APSAC has made no formal statements nor developed a philosophy about diversity issues at Purdue.

> We as a committee have not talked about a diversity plan. We as individuals in this interview can give you our perspective but we can’t talk about what APSAC would like to do as a whole, because we don’t know.

They do recognize the need to do this if they are going to achieve any consensus as a group concerning the need for diversity training for administrative staff, especially supervisors. They did recommend the DiversiTeam training while remarking that those who participate in the training probably need it the least. They described the variety of viewpoints about diversity that pervade the campus:

> Some people recognize that there is a need for diversity because otherwise we might lose federal monies. Other people recognize it as something they need to do or they might get sued. And other people don’t recognize it’s important -- they aren’t even that far along. I would say there are very few people among the A/P staff who really feel that racial diversity in their own areas would be beneficial anyway. There’s the idea that we have to do it; nothing about, ‘Yeah, it’s a good idea.’

APSAC members echoed the opinions of other participants in focus groups. They stressed the need for commitment from the president and the administration, for accountability of managers, and for sufficient resources to achieve diversity goals:

> Diversifying a workforce in this location is not something that will be easy to do. It’s going to take constant effort and keeping it as a priority. I feel that the president and the administration have always given it exactly the amount of attention it absolutely needed, but not enough to really say that they care or that it’s really important to them -- it’s just not given the real commitment and leadership it needs to make it work.
APSAC members also expressed their concerns about the climate and how it contributes to problems with retention:

I have seen so many really good people -- women, people of color -- come into the University and go out of the University. We have a serious retention problem. Getting people here has proved a lot easier than keeping them. Those that I have talked to talk about a lack of support, a lack of acceptance. They say, 'I never felt comfortable; I never felt at home.' It is a lack of acceptance, the lack of a feeling that they are a valued colleague.

**Clerical and Service Staff Advisory Committee (CSSAC)**

The CSSAC group was extremely supportive of the goals of diversity. They felt that diversity training would pay dividends across many areas because it would make everyone more sensitive.

CCSAC members felt that supervisory staff was, for the most part, insensitive and not well-trained for leadership positions. Participants perceive that most supervisors come up through the ranks and then imitate their former supervisors’ behaviors. These behaviors were often not attributes desired in a good supervisor, in their opinion. This focus group strongly urged the administration to provide supervisor training and to require leadership training before movement into a supervisory position.

Participants also expressed a sense of helplessness. They felt no one represents their interests. They believed if clerical and service employees complained through proper channels, that action would hurt their chances of promotion or affect merit increases.

**Residence Hall Managers**

Residence hall managers stated that many of their activities and much of their program planning is geared toward providing a broad range of experiences for a diverse student body. Participants in the focus group were articulate, knowledgeable, and aware of what is happening in the residence halls.

I think when students talk about diversity, the underlying definition probably relates more to tolerance than to inclusion. Inclusion takes them to the next proactive step: How do we make the diverse populations all feel comfortable and included? That’s the extra step that takes more work.

Over the last several years we’ve seen students come to us increasingly more sophisticated in some ways, but also increasingly less equipped to deal with difference. They’ve grown up in a situation where they’ve never had to adapt or cooperate with anybody else in terms of what they did, when they did it, or how long they did it, in their own personal living space. And now they’re in a room with somebody not like them; on a floor with 40 other people not like them.
completely, and they have to get used to that. It think that experience in itself moves towards tolerance to some degree.

Managers described the student who lives in the residence hall and who is most resistant to diversity as one who has led a sheltered life, has come out of a controlling family situation, and who generally lacks exposure.

The focus group participants were enthusiastic about diversity. They talked about doing comprehensive longitudinal surveys of graduates which include, as one of the outcomes, an expanded knowledge of diversity. They are pleased with the diversity and other modules for the new freshman orientation program and think it is important to expose first year students to issues of diversity. They recommended a more comprehensive, year-long freshman diversity program.

They recommended expanding diversity training, recognizing the diversity accomplishments of staff members, and more emphasis upon freshman orientation.

But eventually, when it’s really in place (freshman diversity training) and students know when they come that that’s part of being at the institution, it becomes accepted. And I think that’s where we really struggle. At some point somebody’s going to kick, and scream, and yell, and say, ‘I don’t want to have to go to two diversity programs this semester to live in the halls.’ But four years later, when it’s not an anomaly anymore, it won’t be a big deal for people coming in. I think it’s a way to get our majority students, all our students, looking at diversity issues and exposed.

They also recognize the need to have minority students feel comfortable in the local community.

We’re not really going to make students of color comfortable within the University if they’re also not going to be comfortable within the community as well. We need to get those two things together. That includes where you get your hair cut, and other services that they need to draw on.

Residence hall managers also talked about multicultural activities and events throughout the calendar year in the residence halls, and about seeking minority individuals for leadership positions. They said recognition is given through awards for multicultural programming. Most importantly, they talked about how they work with students to diffuse potential or real conflicts.

We had four undergraduate Black women on one end of the graduate floor, surrounded by international students. They like their music at a certain volume, which was louder than what graduate students tolerated and it was a different beat. And it was the international students who were complaining about the Black women students. And we got them together and said 'let’s talk; let’s meet each
other, talk about differences, share where you’re from, what’s acceptable, what your culture is like. Then these young Black women, who had not been exposed to someone from around the world, they had to do some adjustment to fit into the graduate community because that was 99% of who was there.

The residence hall managers would like to see more visibility by top administrators in the student programs and activities.

We have a wonderful faculty fellow program but we don’t see the higher level administrators very often included into coming to dinner at one of the residence halls. This kind of personal approach -- that’s an investment for them, the same as finding donors to make a financial investment.

They recognize the value of minority role models among the residence hall managers.

The top five sophomore program participants came to eat at our hall and he (minority manager) went out and talked to them. That’s what they need to see. They need to see administrators here who came from Gary, have gone to this school, and are doing well. That’s really important.

They also recognize the benefits to themselves of the summer minority programs in the residence halls.

For our staff to be exposed, educated, made aware of what students that are now in the 7th, 8th, 9th grades and throughout high school are like is a benefit we reap from housing them.

The residence hall managers, in their enthusiasm, training, and determination to make a difference represent a successful model for incorporating diversity into student life; one that other units can learn from and emulate.

**Purdue Police**

Participants in the campus police focus group were diverse, well-trained, enthusiastic professionals. They understand their roles, their constituencies, and how to respond in a positive manner to negative situations.

Our department really opens up to this University, to the students, staff, and faculty. We do things out of courtesy that a lot of police departments just wouldn’t do because of using the manpower to go out and unlock a car, or let someone in their office, or transport people across campus in certain situations. I think we’re very, very open and inviting to the University community.
We arrested a guy for D.W.I. a month ago. We arrested him and we were taking
him to jail. On the way to jail he said, 'You know, I've never been treated this well
by police officers. You guys treat me with respect.'

Police officers talked about respecting the cultural differences of the people in the
University community and they are aware that each individual and incident must be
handled differently. They gave numerous examples of how they handled various issues.

I think it is difficult because our job is to judge people or to make assumptions on
the behaviors of what they did. Did they run the stop sign? It goes beyond that
when 'You're stopping me because I'm Hispanic,' and that's where I think they are
baiting. We're not stopping them because they're Hispanic, we're stopping them
because they ran a stop sign. That's where the interaction needs to take place and
the patience comes in, the understanding and respect for the culture. Maybe
they've had a bad experience from wherever they come from. So that's where we
need to be a little bit sharper.

Campus police hold a number of seminars for students including such topics as campus
violence and preventive measures. Participants were disappointed that more students
didn't attend. They felt that students would benefit from being more knowledgeable
about the campus police and what they do.

In their comments, police participants showed their understanding of racial incidents and
how to handle them; they were "relaxed" about race, and very able to deal with it:

You know ________, ________ and I play basketball all the time. Do we talk back
and forth? You bet we do, because we're competitive. It doesn't mean that I'm
racial because I'm from Evansville, Indiana and he's from Miami, Florida. But
sometimes, I think we might construe that, and that's where we need to really talk
to the offenders and victims and say, 'Do you really believe this is a racial
incident?' and they say, 'Well, no.'

Now I'm just speaking for myself and for the way I treat people and for the way
people have treated me. I think a lot of times, as opposed to being labeled as a
Native American, or American Indian, or Indian or whatever you want to call me, I
don't care, it is -- I am probably labeled as Hispanic or Middle Eastern. And even
given that, I have not been the object of any kind of ridicule because of my skin
color, or who I am that I can recall. You know, we tell jokes every once in awhile
and I'm just as much the joke-teller about my race as everybody else is. I've got a
couple of good ones. It's all taken in stride. I'm proud of who I am and I show
that.

Police participants felt the incidents of hate crimes on the campus were low and that
minority students should feel safe.
We do all we can to assist them and protect them to the best of our ability. The reported incidents of hate crimes on this campus is very low. Now it goes on -- I’m certain it does -- but all we can react to is what is reported to us.

Statistics-wise do we have race bashing here? I don’t believe so. We’ve taken reports of graffiti or racial slurs written on walls or sidewalks. We’ve taken reports of people running through hallways at the dorms yelling racial slurs. You know there are skinheads here; there are racists here; there are people whose families are from the Klu Klux Klan, just the same as there are people here whose families are members of the Black Panthers or the American Indian Movement. Those people are all here. But statistics-wise, I don’t think that there is a tendency towards race bashing here.

Several officers commented that students don’t report racial incidents because traditionally people of minority cultures do not trust the police.

African American students, as a whole, just don’t make a lot of reports about racial incidents because they think, ‘What good is it going to do? The police aren’t going to do anything.’ I think a lot of them feel that way. And they talk to each other and they say, ‘Hey, we’ve got to protect each other. We’ve got to watch each others’ back.’ I think there are a higher level of incidents that occur that just aren’t reported in the African American community on this campus. I’ve talked to some African American students and they do feel that this campus is racist. They don’t feel comfortable in a lot of incidences. I’ve had a young lady crying in my S.W.A.T. car because she wanted to go home. She just wasn’t comfortable or happy. When you put everything together, it was just heavy on her. So, I think, the African American students here tend to watch out for each other because they’ve had some negative experiences with police officers from the communities in which they have lived. They think, ‘We can’t trust these guys. They’re not in our best interest.’

The police officers would like to break down students’ stereotypes about them and what they do.

If we could get some students in here and see what they think and maybe break down some of the ignorance and show that Purdue University and the police officers here do care about what goes on here. ..we don’t want anybody to be a victim of racism or feel they can’t come to us. Now what happens in Gary or Miami -- we can’t help you there. But we can help you here at Purdue University and do the best we can. I think anyone who has a personal encounter with a member of our department would walk away feeling like, ‘Hey, you know, they’re not like police from other departments.’ We’re the kinder, gentler side of the police department.
Summary

While the 22 focus group interviews contain a wealth of opinions and ideas, there were several common themes expressed in nearly all of the focus groups. A summary of these themes follows:

- Participants expressed pride in Purdue’s reputation as a prestigious research University. They also expressed their belief that Indiana’s demographics are changing, and that as a world-class University, Purdue should ensure that students who attend the University receive an education that prepares them to be academically and socially competitive in a global society. Their education should include not only preparation for work in a discipline but also the acquisition of critical life skills including appreciating, valuing, and understanding diverse cultures, knowledge, customs, and ways of knowing.

- Participants, for the most part, credited Purdue with taking steps towards embracing diversity. They cited Purdue’s commitment to a new Black Cultural Center, the minority programs in the schools, the creation of the position of Vice President for Human Relations and the offices in that area, the sponsoring of public events involving minority speakers and performers, and a variety of other accomplishments.

- The campus climate was characterized by almost everyone as conservative. Various meanings were attached to that label by different groups, but in the context of these focus groups, it meant that the climate could be viewed as unwelcoming and uncomfortable for individuals or groups that are not part of what is seen as a traditional, homogenous culture. It was recognized that some people are more comfortable with Purdue’s climate than others.

- The climate in the surrounding communities was viewed by participants as an issue in the University’s attempts to attract a more diverse student, staff, and faculty. Participants recognized the poor treatment some members of the campus receive in the surrounding communities and that they tend to leave the area for social life.

- Participants sought leadership from the top in addressing the campus climate. They wanted diversity built into the institutional mission statement. Without leadership from the top and a common statement of University commitment, school and unit efforts, while laudable, will continue to be fragmented. Many participants said commitment from the top included making resources available and holding people accountable for achieving goals or targets.

- Participants also feel that achieving a welcoming, inclusive campus climate where minority group members feel comfortable requires individual responsibility and grassroots efforts. In this strong endorsement of individual responsibility they echo the Human Relations Advisory Committee’s report, “Valuing People,” and other Task Force findings and recommendations.
Common concerns expressed by participants were:

- The treatment minority students get in the classroom and in student life.
- Racial incidents and how they are handled in the classroom, residence halls, and on campus generally.
- The importance of all students being tolerant, inclusive, and welcoming of diversity.
- The hiring and retention of minority faculty and staff.
- The need for training of supervisors and managers in diversity and human relations prior to their appointment to supervisory or management positions.
- The importance of having adequate resources for diversity programs, and of not marginalizing diversity programs within schools.

**Differences between Caucasian and Minority Participants:** Caucasian participants, by and large, indicated their desire for more diversity at Purdue and their understanding of how minority group members could feel at the campus and in the local communities. While characterizing the climate as conservative, they did not see it as racist. Some participants described what they were doing in their administrative, professional, or faculty roles to improve the campus climate. Others were waiting for assistance or guidance but were willing to take a proactive stance.

Minority participants view the conservative climate very differently from their Caucasian colleagues. They resent the treatment they get and the fact that they are expected to “fit in” to Purdue rather than have the campus change to accept and value who they are. Some feel the campus is more receptive to change now than it used to be.

Many minority students said they felt alienated, “different,” and unwelcome in classes, residence halls, local night clubs, and restaurants where they are often the only student of color, and where they experience racist remarks and behaviors. This leads to frustration, anger, resentment, and loneliness. The students said they often feel unsupported -- they have few places on- or off-campus where they feel comfortable socializing and “being themselves.” Participants do use the minority programs in the schools as an important source of contact, networking, and assistance. Students tend to socialize with members of their own racial/ethnic group. They cited lack of a critical mass of minority students and faculty, and an unwelcoming environment for minorities as the key obstacles to feeling academically and socially integrated at Purdue. They indicated that freshman students, in particular, would have a difficult time making the transition to Purdue. They want the campus to recognize they come to Purdue for the same reasons all students come to Purdue.

Minority faculty were critical of the campus climate. They cited relations between the races on campus, harassment by students, and the local communities as reasons. Participants in the one minority faculty focus group felt that minority faculty are not sufficiently supported or mentored and suffer, consequently, in the tenure process.
REFERENCES


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