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PLANNING MULTICULTURAL ORGANIZATIONAL AUDITS IN HIGHER EDUCATION

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Substantial recent research and commentary makes it clear that discrimination on many bases - race, gender, sexual orientation, class, religion, etc. - continues to exist in our nation's colleges and universities. While we can learn many general lessons from this research, there also is a need to particularize and specify the conditions of discrimination, and the hopes for diversity and multiculturalism, in each distinct organizational setting. As a result, a number of higher educational organizations have created assessments or audits as part of their strategic plans to reduce discrimination in both its overt and covert forms and to achieve more multicultural environments. In this paper I discuss some of the issues and steps involved in the planning, conduct and use of such assessments in higher educational institutions.

In some regards, a multicultural audit is like any other institutional research or data-gathering effort; it requires thoughtful planning, specific expertise, careful data collection and analysis, and clear forms of reporting and recommending. However, the very fact that discrimination and monoculturalism is the focus of these inquiries, and that moving the organization to a more diverse and multicultural environment is their ultimate aim, create very different contexts and needs.

I. Background and strategic plan development.

As a start it must be recognized that a multicultural audit is not simply an effort to gather and analyze data. It is an intervention, in and of itself, into the school's life. The desire to create an audit usually rests on some concern about the current state of affairs, and/or a parallel desire to improve organizational functioning, with regard to issues of diversity and discrimination. Moreover, any effort to gather data with regard to issues of multiculturalism, whether race, gender, age, class, sexual orientation, religion, ability status, etc., necessarily draws attention to these issues and their role in organizational life. People involved in these audits, as planners or informants, will be interested in knowing what the results have been and what will be done with the information so gathered and the results so constructed. Given the level of conflict and controversy surrounding these issues, the potential for information to fuel change efforts, and the resistance to information that may challenge certain groups' privileges and advantages, we can expect the audit to be a focal point for struggle and conflict. If the audit is successful in raising consciousness, it will probably surface conflicts as well, and this is a reciprocating cycle. For as Freire notes (Horton & Freire, 1990, p. 187), "conflicts are the midwife of consciousness" and, I would add, vice-versa. Thus, the clearly political (and probably conflictual) nature of a multicultural audit must be acknowledged and attended to throughout the stages of design and implementation.

Because of these background factors, it is important to build the audit into a larger strategic plan for making changes that promote diversity and multiculturalism. Otherwise a completed audit may end up being a waste of time and energy, sitting and gathering dust while waiting for more enlightened or committed leadership to make use of it. Or, it may become the flashpoint for technical controversy that detracts from the core political struggle over discrimination and change. A organizational strategic plan for multiculturalism or diversity (or to counter organizational discrimination with regard to race, gender, etc.), typically involves a series of stages or phases, including (see Chesler & Reed, 1996):

of stages or phases, including (see Chesler & Reed, 1996):

.Articulate a mission or vision
.Create a change-planning team
.Mobilize commitment from leadership team
.Conduct a diagnosis or audit
.Develop specific change goals and objectives
.Plan change strategies and tactics
.Gather resources and support for change efforts
.Implement and monitor change process
.Extend, redesign and continue

Each of these stages of strategic plan development can be discussed in greater detail; each must be planned and carried out carefully and with full attention to the underlying principles of multicultural organizational development or change (see Chesler, 1994, and related writings on this topic). And each must be carried out in a timely fashion; too often the focus on a strategic plan (whether consciously designed this way or not) takes attention away from dealing with immediate needs or responding to critical incidents, problems or protests.

II. Objective - an assessment or audit.

Initial and recurrent assessment efforts are essential to the creation of a sound change-planning process. They help in raising the organization's level of awareness of problems, may take the burden of "awareness-raising" or "consciousness development" off the shoulders of aggrieved constituencies and place it in the center of the organization's planning efforts, and can help inform and direct the goals and tactics of a change effort. Since much of the discrimination that exists in colleges and universities often is invisible to or overlooked by members of dominant groups (generally white and male students and faculty and staff), the audit also may serve the function of making covert processes overt, and educating everyone regarding the existence of problematic situations - situations that may dramatically contradict the rhetorical mission and ideals of higher education (in general and in the local organization in particular).

It bears repeating that an audit must be related to and driven by the organization's mission and goals. The development of a clear mission and leadership commitment for the multicultural agenda, and thus to the multicultural audit, are essential pre- or parallel requisites. In addition, the audit should be planned in ways that quite deliberately lead into implementation efforts and further activities, namely the creation of recommendations and an action plan for change. Thus, part of the job of the audit is to educate and prepare key personnel, including the group doing the audit, for the change process that it is part of and that will follow (or accompany) it.

The relevant working unit for most audits varies, and may include: a senior central planning unit that makes this work its key focus; a specially trained team drawn from varied constituencies throughout the organization; or an external consultant group that contracts to do this work. The goal must be to create an audit that is technically sound and substantively meaningful, but that does not take an endless amount of time and energy to create. The purpose of most audits is to provide guidance and energy for a subsequent or parallel change effort, and that is not the same as commissioning an academic research venture; but while research traditions of reliability and validity may not be of primary concern, they are still relevant, and they should be

reflected in work that has high credibility and relevance for the issues at hand. This approach also is consistent with the tradition of action research, in which a priority on organizational improvement takes precedence over (or at least has equal priority with) advances in academic knowledge. The technical, methodological and political differences or innovations engendered by this approach are well documented (Peters & Robinson, 1984; Sanford, 1970). Thus, the audit should be done in a way that: (1) utilizes internal organizational leadership; (2) creates high participation and substantial trust in the process and findings; (3) develops insights, ideas and commitments regarding the feasibility of various change efforts; (4) maintains links with varied organizatoinal constituencies so that a supportive environment exists for subsequent change activities; and (5) builds continuing capacity for such assessment (and reassessment) into the school's personnel and operations.

III. The work...steps.

1. Creation of a cultural audit or assessment "team." If the unit conducting the audit is internal to the organization care must be taken in both the selection and preparation of this unit as a team. The people working together to conduct this task must be able to work as a multicultural team. This team-development process does not merely mean recruiting people who are truly interested in this work, and people from diverse social identity groups and constituencies; it also means creating a working environment and interpersonal relationships that mirror the nature of a multicultural activity. Miller (1988) discusses a number of issues involved in creating a multicultural team, including attention to norms, concepts of team play, membership, leadership, and addressing issues of racism and sexism forthrightly. Unless these issues are attended to successfully, the team will struggle endlessly with its own internalized processes of racism, sexism, etc., with dysfunctional interpersonal and group dynamics, and with the organization's pre-existing structures and cultures of monoculturalism. There are numerous examples of well-intentioned and competent audit teams foundering on exactly these reefs.

The process of creating a multicultural team (to conduct an audit or for any other purpose) will take time and energy, and special meetings or retreats dedicated to this goal. Nor is this a one-time concern; team development issues and racist/sexist "baggage" will arise throughout the life of the audit and these internal process concerns should be addressed regularly. If the audit is contracted out to an external agency that agency, too, must be selected and monitored as to its multicultural construction and operation.

In addition to the process of team creation, the multicultural audit team should prepare itself for the audit by:

> .Investigating the nature of discrimination and diversity or multiculturalism in the U.S. society and in higher education in general, and in this particular type of university or college (e.g., secular or religious, public or private, research-oriented or liberal arts, graduate or undergraduate, etc.).
> .Exploring and sharing their own ideologies, perceptions and experiences regarding life at their college.
> .Getting acquainted with comparable audits, both procedurally and substantively.

2. Preparation of the school for open assessment and discussion of issues and problems of equity-

inequity, discrimination, cultural diversity and multiculturalism in the organization. This is part of broader educational and political processes that must be undertaken by the school's leadership cadre and should include:

.Public clarification of the school's diversity mission and vision, how this relates to other goals and missions, and the role of the audit in this mission.
.Evidence of support or commitment by the President, Deans and Directors and other legitimate authorities.
.Orientation of key constituencies and powerful figures in the school to the audit process.
.Solicitation and encouragement of widespread participation in the audit.

Senior leadership support and commitment is crucial, because the audit team must be able to trust that organizational leaders (or whoever is sponsoring the audit) are sincerely interested in the information, and in accurate information, no matter how positive or negative. And in the specific case of a multicultural audit, audit team members must be able to trust that organizational leaders are committed to advancing diversity and multiculturalism and to combatting the discrimination that they may discover. Of course, at the outset no one can say what actions senior leaders or anyone else may take or commission on the basis of audit results, but if the team does not believe leadership is committed to using the data for multicultural organizational improvement, they will lose energy and commitment for what may appear to be "a waste of time". Thus, "evidence of support or commitment" must be provided, and at times even the apparent commitment of senior leaders will have to be "tested" and demonstrated - in word and deed.

There also are situations where the initiative for an audit may be generated from "below", from low power or aggrieved stakeholders in the organization. This may be the case when groups that have raised concerns have been ignored, told that their concerns are insubstantial or unrepresentative or that their complaints are only "anecdotal". Their interest in an audit may be to document and make public the nature and extent of their negative experiences in the organization. Quite naturally, then, support and commitment from senior leadership may not be forthcoming; or at least it may not be present initially. Hopefully, it can be solicited and garnered later in the process. If not, the audit is likely to become a hotly debated resource in a public political struggle, once again potentially distracting energy from the core struggle to reduce discrimination and approach multiculturalism. The issue here is not to avoid such struggle and conflict, but to keep the focus on the right issues.

3. Designing the audit itself. There are several sub-steps involved in the design phase: (1) Deciding what issues will be explored; (2) Deciding from whom (or from what constituencies or identity groups or interest groups) or where information will be sought; and (3) Deciding what information-gathering strategies will be used.

The first sub-step can be facilitated by creating a list of the key issues that are of concern. The following list will differ according to the type of school involved, and the issues that are locally present or potent. And such a list can start with exploration of specific incidents or grievances that have surfaced. More generally, however, a coherent audit can address the following organizational parameters.

.Multiple issues or foci of information sought

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> -culture(s) of the school and its constituent units
> -representation of diverse peoples at various salary levels and in various roles
> -instructional content and processes (curriculum and pedagogy)
> -peer relations, both formal and informal (among students, among faculty, etc.)
> -cross-status relations (between faculty and staff, between students and faculty, etc.)
> -quality of services delivered (if service-related sector or department)
> -member satisfaction (including faculty, staff and students)
> -management and leadership practices
> -human resource and personnel policies
> -character of research being conducted
> -range, focus and participation in co-curricular activities and social events
> -incidents or public examples of racism, sexism, etc.
> -interest in or feasibility of particular changes regarding diversity and multiculturalism
> -nature and location of resistance to change

One example of a conceptual "map" of organizational discrimination, and thus indications of "what to look for or at" for useful information, is contained in the attached Figure 1 (adapted from Chesler & Crowfoot, 1991). Other maps can be created to target the more specific or multiple domains of diversity or discrimination being explored.

The second sub-step in design is to decide from whom or about whom (or about what) information will be sought. For instance:

> .Multiple sources of data
> -students
> -faculty
> -administrators or higher level executives
> -board members
> -staff
> -parents, community members, or representatives of the public at large
> -alumni(ae)
> -personnel and other records
> -documents reflecting policies and programs
> -minutes of meetings or events
> -public events
> -"incidents"
> -curricula

Assuming that the audit's focus is on the organization itself, it is especially important that people of color and women (and members of other obviously or potentially aggrieved groups) be included as data sources, for their experience often is highly informative about the covert nature of organizational discrimination. Moreover, it is important to gather data from white people as well as people of color, and men as well as women, because the contrasts or similarities between

Figure 1: DISCRIMINATION IN HIGHER EDUCATIONAL ORGANIZATIONS*

MISSION (Purposes)
Explicit attention to goal of social justice/equity lacking
No recognition of plural goals/interests
Commitment to the status quo of the institution and social order
Creativity and inventiveness assumed to be limited to whites/males
Multicultural/antiracist/antisexist/anti-homophobic rhetoric not tied to action strategies

CULTURE (Dominant belief systems and rules of the game)
Monocultural norms for success promulgated
Traditional norms for "appropriate" behavior/dress/expression
Alternative cultures not explicitly recognized or promoted, and marginalized if acknowledged
Diversity and excellence seen as competitive or contradictory, and played off against one another
Rituals/symbols reflect white, male, Eurocentric dominance or exclusivity
No explicit rewards for innovations
Diversity a problem, not a source of richness

POWER SYSTEM (By who and how decisions are made)
Senior power holders are white and male, with female staff or subordinates
Informal hierarchy of the "white male club"
Subunits not required to deal with racism or sexism proactively
Office of Minority Affairs (sic) exists, but not as a central part of university structure or operations
Protests by students of color seen as trivial or disruptive and dealt with via repression or short-term concessions

STRUCTURE - SOCIAL (How people relate)
Faculty/staff/student social networks generally exclude people of color and gay/lesbian people
Social relations among students of different races not seen as a university-wide concern, and especially not as a
    faculty or academic concern
"Climate" issues not dealt with explicitly
No coherent or proactive policy of response to racial and sexual harassment

TECHNOLOGY - CURRICULUM AND PEDAGOGY (Means to accomplish core tasks)
Curriculum does not include/address different cultures' contributions to knowledge
Curriculum does not explicitly address issues of racism/sexism/homophobia -- in disciplines, campus, or
    community
Traditional instructional pedagogies are unaltered
Lack of opportunities for (re)training faculty to work with diverse groups of students
Traditional patterns of counselling, advising, and mentoring are relied upon

RESOURCES (Materials, funds, people, facilities)
Funds not available to support/maintain multicultural innovations
Active recruitment of students/faculty/staff of color nonexistent or nonsuccessful
Post-recruitment support for students/faculty of color and women minimal
"Vital agendas" compete (often successfully) for scarce resources
Technical staff not skilled in multicultural change

BOUNDARY SYSTEMS (Relations with external environments)
Lack of vigorous outreach to diverse communities
Racist/sexist/homophobic/classist community settings and incidents not addressed
Alumni of color not seen/treated as vital
Sole "important" public constituencies are white and male and affluent
Traditional relations with traditional "majority" suppliers, recruiters, and placements

well as people of color, and men as well as women, because the contrasts or similarities between these groups' perceptions of the environment will help to clarify the way even apparently fair and just organizations may create different working and learning conditions for people of different backgrounds and social locations. If the audit focus is narrower, perhaps on the improvement of teaching, it may make sense to limit data-gathering to the experiences and needs of students (of varied backgrounds) and faculty members (of varied backgrounds), and to omit some of these other data sources.

The third sub-step involves deciding what information- gathering strategies will be used. For instance:

> .Multiple information-gathering strategies
>> -questionnaires
>> -personal interviews
>> -small group interviews (focus groups)
>> -observations at key sites and of key processes
>> -written materials and documents
>> -reports from special events, "hearings" or town meetings
>> -meetings discussing preliminary reports of the audit

Good but brief discussions of the comparative advantages and disadvantages of some of these data-gathering methods can be found in Deadham (1980), Lockwood & Luthans (1980) and Thomas (1984). The choice of instruments will depend on the audit focus and purpose (e.g., interviews will do better at uncovering covert discrimination than will questionnaires) as well as local logistics and resources (e.g., questionaires are much more cost effective than face-to-face interviews).

Instruments and specific questions exist for almost all these issues/foci, information sources, and data-gathering strategies. And various higher educational organizations have used these strategies and provided examples in their self-studies or reports of campus or unit audits. For instance, the University of Michigan (1992), Indiana University (1991), the University of Wisconsin-Madison (1987), and many others, report statistical profiles reflecting the existence and representation of students, faculty and staff of color. Questionnaires and surveys have been used by Michigan State University (1991) to assess faculty and academic staff members' views of diversity issues, by Pennsylvania State University (1992) to assess faculty and student views regarding gay and lesbian issues, by Massachusetts Institute of Technology (1986) to assess minority students' views of the quality of campus life, and by Wellesley College (1989) to assess the experiences of students and faculty of color and white students and faculty, and by the School of Dentistry at the University of Michigan (1995) to assess student, staff, faculty and patient views of the School's cultural climate. The University of California at Berkeley (1991), the School of Public Health at the University of Michigan (1990), and Chesler, Wilson & Malani (1993) used focus group interviews to gather the experiences and outlooks of students of color and white students, and George Mason University (1991) used both group and individual interviews in a similar venture. Individual interviews also were used by the University of California system (with faculty and students - 1987), Pennsylvania State University (with gay and lesbian students - 1992), and LeMoyne College (with department heads - 1991). Finally, and

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creatively, several colleges used data collected at "open forums" or public meetings where issues were discussed or survey data reported (Wellesley, 1989; Massachusetts Institute of Technology, 1986). And at the State University of New York (1989) a series of "bias-related" activities were investigated and reported in detail. In several cases, the collegiate self-reports warn readers that their sampling procedures were deliberately "not representative" of the population of their institutions, even though the results were informative, trustworthy on their face, and useful in writing and planning recommendations for change. Specific examples of potential audit items exist in and can be appropriated from some of the sources cited above, and any of their examples can be modified to fit different organizational goals and circumstances (see the Appendix to this paper). Additional campus audits focused on diversity are reviewed briefly in Levitan & Wolf (1994)

Decisions on these three sub-steps are not independent of one another, and choices of information sought will influence who it will be gathered from and the strategies used to gather them. That is, of course, the preferred sequence: focus should determine method, not method determine focus, but sometimes logistical or methodological commitments (or limitations) define the scope of issues to be pursued. Thus, specific design decisions have to be made that link the above information-gathering strategies to the foci of information sought to the sources of such information. Moreover, the creation of a time-line for completing various activities (although such time-lines are notoriously underestimated) and appropriate divisions of labor (and/or the creation of sub-committees) among audit team members will be useful. The following worksheet items, adapted and edited from the audit conducted by the Multicultural Initiatives Committee of the University of Michigan's School of Dentistry (1995), provide an example of this integrative design activity.

What do we want to achieve - what information do we want (foci)?
    Assess attitudes
    Gather stories about experiences
    Assess behaviors
    Assess barriers to change
    Assess policies and their impact

How do we want to achieve it - how do we get this information?
    Committee discussions
    Questionnaires to people in the school
    Focus group conversations/interviews
    Analysis of the curriculum
    Analysis of statistical data on school membership

From whom (where) do we want to get this information?
    Students
    Staff
    Faculty
    Alumni
    Patients

School records

Proposed timetable.

Figure 2 presents another way of visualizing and organizing this complex task of audit design.

In most instances, audit plans for data collection and analysis will have to be approved by an institutional human subjects review board. Such boards may be unaccustomed to dealing with audits of their own organization, as contrasted with reviewing proposals to conduct research in external environments. They may be particularly discomforted by questions probing delicate race, gender and sexual orientation issues, or by the possibility of "negative" information surfacing. This is one more example of the unique properties (and sometimes difficulties) distinguishing a multicultural audit from most other institutional review procedures or research efforts. Careful planning, internal education, and the support of senior leadership may help ease this path.

4. Set the stage for the "audit". Links must be established with various constituencies and committees of the school (Staff Advisory Committee, Executive Committee, Faculty Senate, Trustees, Student Governments) to inform them of the audit, to prepare them to participate in it, and to gain their assistance and legitimation for the effort. It also is vital to gain the cooperation of varied interest groups, including groups of students and faculty of color, women's caucuses, etc. (especially if there are small numbers of these groups of people on campus). This is an important step in promoting and ensuring a high response and participation rate in information-gathering strategies, and a high-response rate is itself an important aspect of the audit's eventual credibility and utility.

Groups that feel disadvantaged or oppressed by the organization are not likely to trust the audit process any more than they trust the organization in general; and they may not be willing to invest in responding to this effort unless reassured of their safety and the audit's utility and relevance for their lives. Likewise, people and groups (or units) that are opposed to the multicultural agenda itself may be unwilling to respond to a multicultural audit unless they, too, are reassured that their voices will truly be heard. If either or both of these resistant dynamics are sustained we can expect a low response rate and eventual challenges to the representativeness and credibility of the audit.

5. Gather the information. Based upon decisions made in step 3 (above) data can now be gathered. Unless the audit team is rather large, other people and organizational resources will have to be utilized at this stage. Research departments or classes, other faculty and staff members, graduate student assistants and interns, computer experts, and other technically skilled personnel may be called upon to assist in the effort to collect and analyze data. There is considerable debate currently as to whether the most "honest" data results when the people gathering data are of the same social backgrounds as those they gather data from (e.g., should only people of color interview students and faculty of color, should only women staff members interview women staff members, etc.). This question is irresolute at present, and arguments on both sides are powerful and convincing; audit teams need to be aware of and to consider this issue carefully...and perhaps try several different answers to see how they work!

The specific steps involved in gathering the data include:

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FIGURE 2: INQUIRY ISSUES, MODES AND SOURCES *

ISSUES	INDIVIDUAL SURVEYS				INDIVIDUAL INTERVIEWS				GROUP INTERVIEWS	ORGANIZATIONAL DATA OBSERV.	RECORDS
	Stud.	Fac.	Staff	Alums	Stud.	Fac.	Staff	Alums			

*Chesler, Lewis & Forman
 Siena Heights College: 12/95

.Selecting a sample of people and places to gather information from
.Monitoring the information-gathering process as it occurs
.Altering the design as required by early responses

Some collegiate self-reports have used quite large samples and others have used relatively small data bases. For example, in the Michigan State University report (1991),775 faculty and academic staff members returned questionnaires, at Wellesley College (1989) all students and faculty of color and approximately 30% of the white students and faculty were provided with questionnaires, and at the University of Michigan (1994) all 4500 incoming students in the undergraduate class of 1994 received surveys and several followup surveys and interviews ensued. On the other hand, at LeMoyne College (1991, p.44) 64 people "intimately involved with and concerned about diversity" were interviewed, at George Mason University (1991) 150 people participated in 47 personal interviews and 17 group interviews, while at the university of California at Berkeley (1991) 230 students participated in 55 focus groups - some of which were racially/ethnically heterogeneous and others racially/ethnically homogeneous. If a large number of people are to be included in a questionnaire survey or series of interviews, more assistance will be required. Moreover, if extensive individual or group interviews are planned, special care must be taken to train interviewers in how to collect this sort of data.

As the audit progresses it may become clear that some questions or inquiry foci are not relevant or useful to pursue, and that other important foci arise from early conversations and responses to data gathering activities. Moreover, early responses to questionnaires may demonstrate the need for follow-up interviews, or vice versa. Alterations in the overall plan should be made in order to get the best possible data on these matters arising. While this may present some compromise with the traditional research priority on replicability and reliability, it should pay off with greater validity and relevance in the long run.

6. Prepare the information for analysis. The involves taking the raw data gathered in surveys or interviews and organizing them in ways that permit systematic analysis. In the case of quantitative data gathered in surveys or from statistical records, it generally must be coded (reduced to numerical constants) and entered into a computerized system for machine analysis. In the case of qualitative data gathered from individual or group interviews, or from meeting minutes or observations, material generally must be transcribed (if recorded on audio tape) and prepared for either hand analysis or analysis via a software system designed to thematize qualitative material. Technical assistance in either or both quantitative and qualitative forms of analysis generally are available on most campuses, and audit committees should be encouraged to make use of these resources.

7. Analyze the data. A variety of analytic formats are available, depending upon the type of data gathered and the degree of analytic sophistication desired. For instance, in some cases, univariate or marginal analyses of quantitative data will be adequate, and in other cases multivariate and/or regression analyses will be most useful and convincing to audiences. With regard to qualitative data, there also are numerous options, including tabulation of the number of times various themes or issues arise in various interviews, and the presentation of direct excerpted quotes of people's experiences and comments ("stories"). Sometimes personal quote material (presented

anonymously) will be more convincing than a vast array of numbers, and sometimes the reverse will be true, depending upon the nature of the data, the audience and the overall purposes of the audit.

It usually is useful to present data in some comparative format, comparing and contrasting the views or experiences of one group of people with another or others (students v. faculty, white students v. African-American students v. Latino/a students v. Asian-American students, men v. women, faculty v. staff, high status or tenured faculty and staff v. lower status faculty and staff, etc.). These comparisons help document and perhaps explain how different groups of people may see and experience the school environment differently, as well as highlight important commonalities. For instance, reports from both the University of California at Berkeley (1991) and the University of Michigan (1994) indicate ways in which almost all students agreed on certain aspects of their university's climate but also how students of different racial/ethnic backgrounds perceived and experienced some things quite differently.

Several of the other collegiate reports cited throughout have compared data gathered from students with those from faculty or staff, or responses from students and faculty of color with those from white students and faculty (or have made comparisons among African-American, Latino/a and Native American populations), and the University of California system report (1987) deliberately compared data from faculty and administrators at California campuses with data from colleagues at peer institutions throughout the nation. Figure 3 presents a format for comparing information from different data gathering methods with responses from varied sources (people or documents in different units or departments, people of different social backgrounds or identity groupings, and people at different status levels in the organization).

Several examples of data from these collegiate self-reports, some baseline and some comparative, are presented in the Appendix to this paper.

8. Prepare a preliminary report or reports. Once the data is analyzed, and a preliminary or draft report written, it generally is useful to "test" the audit team's interpretation of these data, and any recommendations flowing from them, with other people in the school. These drafts can be shared with members of key constituencies (informal leaders, representatives of traditionally oppressed groups, etc.), or with institutional leaders, or both. The purpose of sharing preliminary material is severalfold: (1) to test varied interpretations with people who may have special expertise, and who have not been heavily involved in the entire audit process; (2) to gain new ideas and perspectives the audit team may have not thought about or overlooked; and (3) to test the waters for the appropriateness and relevance (or feasibility) of varied recommendations. This step should precede full public disclosure, and can help solicit leadership support and advocacy for public feedback meetings later.

Open discussions of issues of discrimination and multiculturalism often draw heated exchange, and sharing the preliminary report may surface previously hidden conflicts and resistance - and those reactions represent another source or type of data. For instance, one audit team that presented their report to their unit's senior leadership was told flatly that their report was unacceptable. Evidently, the leadership group felt that too much of the text was critical and negative about the organization, and they felt attacked and defensive. The audit team members felt that they had acted and reported in good faith, and were extremely distressed. They felt they were faced with difficult choices: to "gentle" their report in ways that contradicted their findings; to rework their report in ways that contextualized the data and provided some examples of

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Figure 3:   COMPARISONS ACROSS DATA GATHERING METHODS

	Gathered/Organized/Analyzed		
	By unit	By SIG	By level
1. Paper and pencil questionnaires			

2. Face-to-face interviews
    Formal - standardized
    Informal - conversational			

3. Group interviews
    Formal
    Informal
    Brainstorming			

4. Observations
    Non-participant
    Participant			

5. Records retrieval			

positive findings as well as the negative ones; to quit the process. They chose the second alternative, presented a revised report to their leadership team, and negotiated a series of seminars and workshops for the leadership team to meet with them (and an external consultant) to discuss the findings in depth. A number of other audit teams have first presented their findings to leadership groups and then together with these groups have crafted more public documents. Other teams have operated more independently of organizational leaders, and have moved directly to public or semi-public presentations. To the extent these arrangements can be negotiated ahead of time there will be fewer surprises for everyone at this late stage.

9. Prepare a public report and action plans (the beginning of a new phase). This final phase of the audit team's work involves providing feedback or public access to their report to the entire school, and especially to informants who participated in the data collection process. It also should include (depending upon the team's original charge and mission) recommendations for change based upon the findings. In this case, it is useful to detail the connection between findings and any specific recommendations, indicating clearly the data base(s) from which any particular recommendation flows.

This "final" step also may lead to the creation of a "change team", a unit that will undertake the planning of changes that are based (more or less directly) on the results of the audit and its recommendations. An effective change team might include some members of the audit team, the better to facilitate the transition from data gathering to response, as well as members of the school's leadership cadre and representatives from varied stakeholder groups. This step in the process takes us back to our discussion of the place of the audit in the organization's overall strategic plan and its plans for multicultural organizational change.

IV. Caveats and questions...
In the event an internal team is created to conduct the audit, members of this team must feel fully competent and responsible to carry out this effort. Regardless of the utilization of external consultants, in the end nothing can substitute for this local legitimation of the process and empowerment of the people involved. Thus:
1. How much of the expertise required to accomplish these tasks lies within the university or college and its "team" and/or its support staff? How much external consultant assistance is needed, on which tasks? Which tasks will have to be contracted to other groups or to external parties?
2. How much time and energy will an internal team have available for this audit? How long will it take and can a reasonable time-line be established at the outset? Will people's other functions be reduced or will this effort be carried as an overload (or will members receive additional compensation)? For instance, will team members be able to meet for a 2-hour period, perhaps once every 2 weeks, and still have time to do some preparatory reading and thinking and working between sessions? Will they be able to meet occasionally in longer, retreat sessions, early on and especially during the design and report preparation phases?
3. Since the design and conduct of a multicultural audit necessarily involves broader organizational politics (and accompanying power plays), how will team members be buffered and protected from formal or informal dissatisfaction, resistance or even retaliation? Who will the audit team report to, when and how? What (if any) oversight will be exercised by this reporting office? What about peers' responses to team members?

4. If the effort to create a more multicultural organization requires reducing race and gender privilege, and if the multicultural audit surfaces data about such privilege and their effects, will the organization tolerate such exposure? Will privileged elites within the organization tolerate such exposure? Will such data and findings be heard and acted upon or defensively ignored and rejected?

5. Will the school's leadership cadre in fact help mobilize the resources (financial, political, emotional) necessary to follow up the audit and instigate, advocate and support recommended changes?

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APPENDIX TO AUDIT PAPER

1. Survey/questionnaire instruments
       ...and some illustrative results

2. Interview (individual and group) instruments
       ...and some illustrative results

3. Records retrieval formats
       ...and some illustrative results

SURVEY/QUESTIONNAIRE INSTRUMENTS

1. This first set of questions is from the Michigan State University report, and they focus on general acceptance of and support for diversity. It uses a five-point Likert scale for response: 5=strongly agree, 4=agree, 3=neither agree nor disagree, 2=disagree, 1=strongly disagree.

.a. The Dean of my college is strongly committed to increasing the gender diversity of the faculty.

.b. The chair/director of my unit is strongly committed to increasing the gender diversity of the faculty.

.c. The chair of my department/school appreciates time I spend fostering multicultural understanding and cooperation.

.d. Recognition of differences in sexual orientation should be included in all University documents concerning diversity on campus.

.e. Issues of diversity and pluralism are often topics of discussion in my department/unit meetings.

.f. The University has done a good job of making the campus accessible to handicappers.

As this report indicates (p. 14), "When presented with the statement: `my department has not made a good faith effort to recruit qualified minority faculty,' 68.9% of the respondents disagreed. Similarly, when asked this same question relative to women, 69.6% disagreed. While the majority clearly believe that good faith effort had been made to recruit minority and women to faculty and academic staff positions, nevertheless 15.3% believed their departments had <u>not</u> made such efforts to recruit minorities and 13.3% believed their departments had <u>not</u> made such efforts to recruit women. As one might expect, more minority respondents believe that there has not been a good faith effort to recruit qualified minority faculty, however, 4.8% of non-minority men and 31% of non-minority women believe their department has <u>not</u> made a good faith effort to recruit qualified minority faculty. By race we find that 62.8% of the African-American respondents and 47.1% of the Hispanic respondents believe that there has been a lack of good faith effort to recruit qualified minority faculty while only 33.9% of Asian/Pacific Islanders and 25.8% of the Caucasian respondents agreed with this assessment."

2. This set of questions, also from the Michigan State University report, focuses on the range of diversity in social and professional interactions. It uses a four-point Likert response scale: 4=very often, 3=often, 2=seldom, 1=never or almost never.

.a. How often do you interact socially with university colleagues?

.b. How often do these social interactions include colleagues with racial/ethnic backgrounds different from your own?

.c. How often do you collaborate on research with colleagues at MSU?

.d. How often does this collaboration include colleagues with racial/ethnic backgrounds different from your own?

3. This set of questions comes from the student survey conducted at Pennsylvania State University. It uses a five-point Likert scale to ask informants "How likely are you to respond in the following ways?": 5=very unlikely, 4=unlikely, 3=not sure, 2=likely, 1=very likely.

.a. Tell a derogatory gay, lesbian or bisexual joke.
.b. Tell someone I disapprove of anti-gay, anti-lesbian, or anti-bisexual remarks.
.c. Avoid taking a particular class because I heard the instructor was a gay man.

4. This set of questions comes from the faculty survey conducted at Pennsylvania State University.

.a. Have you witnessed any anti-gay remarks in your interaction with students? __Yes __No
.b. Have you witnessed any anti-gay remarks in your interaction with faculty and/or staff? __Yes __No

The following two questions from the same faculty survey use a five-point Likert scale for response: 5=strongly disagree, 4=disagree, 3=not sure, 2=agree, 1=strongly agree.

.c. Unmarried, heterosexual couples in a committed relationship should have the same University benefits (e.g., housing, health care) as married heterosexual couples.
.d. Unmarried, heterosexual couples in a committed relationship should have the same university benefits (e.g., housing, health care) as married heterosexual couples.

5. The following table comes from the Princeton report (p.16), in which students were asked to rate their degree of integration into varied aspects of life in the university community: 1=poor, 2=satisfactory, 3=good, 4=very good, 5=outstanding.

Table 6. Classes of 1990, 1991, 1992 Graduation Survey Integration Into University Community							
	White	Afr. Am.	Afr. Am.-white difference	Latino	Latino-white difference	Asian	Asian-white difference
Social life	2.9	2.4	-0.5	2.5	-0.4	2.7	-0.2
Religious life	2.9	2.6	-0.3	2.9	0.0	2.7	-0.2
Cultural life	3.0	2.4	-0.6	2.6	-0.4	2.8	-0.2

Table 6 indicates that white students rated aspects of social and cultural life at Princeton more positively than did students of color, with the largest (and perhaps the only substantial) differences occuring between white students and African-American or Latino students.

6. The Wellesley report also inquired into students' feelings of isolation and indicates (p. 39): "When surveyed, over one-third of the students reported feeling isolated, and when broken down by race black students felt the most isolated (67% black, 42% asian, 33% white students reported feelings of loneliness or isolation). Nearly one half of the students surveyed pointed to the separateness and isolation of the dormitories as a problem; here again, however, black students reported more problems with dorm isolation than did others (69% black, 48% asian, 46% white). More than a quarter of the respondents said that their living group had not met their expectations, and that campus activities had not met their expectations. But again, black students reported such negative perceptions almost twice as frequently as asian or white students (53% black, 28% asian, 23% white felt strongly that their living group had not met their expectations; 41% black, 24% asian, and 21% white students felt strongly that campus activities had not lived up to their expectations)."

7. The following items are from the student survey that was part of the report from the University of Michigan School of Dentistry. They used a five-point Likert scale as follows: 5=always, 4=often, 3=sometimes, 2=rarely, 1=never.

> .a. How often have you experienced unequal treatment from students:
> > of another gender
> > of another ethnic/racial group
> > with a physical disability
> > with a different sexual orientation
> > from a different age group
> > from a different religious background
> .b. How often have you experienced unequal treatment from faculty:
> > of another gender
> > of another ethnic/racial group
> > with a physical disability
> > with a different sexual orientation
> > from a different age group
> > from a different religious background
> .c. How often have you experienced unequal treatment from staff:
> > of another gender
> > of another ethnic/racial group
> > with a physical disability
> > with a different sexual orientation
> > from a different age group
> > from a different religious background

This series of items from the same report uses a different five point Likert scale: 5=agree strongly, 1=disagree strongly.

> .a. In general, it is easy to feel comfortable in this School for persons regardless of their:
> > gender
> > ethnic/racial background

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physical abilities
sexual orientation
age
religious background
.b. I am comfortable being a student in the School of Dentistry.
.c. The School provides an environment for patients that is sensitive and affirming to
differences by:
gender
ethnic/racial backgrounds
physical abilities
sexual orientation
age
religious background
socioeconomic background

8. The following tables present some results from the climate assessment study conducted by the University of Michigan School of Dentistry.

Table 2: Significantly different average answers of students, staff and faculty respondents[*]

Question Number	Question Wording	Students	Staff	Faculty
7)	Staff in dental school is helpful to me	3.45	3.81	4.00 +
9a)	Administration is responsive to faculty	3.45	3.81	3.17 *
9c)	Administration is responsive to students	2.64	3.35	3.67 ***
11b)	Experienced unequal treatment from students of another ethnic/racial group	1.92	1.97	1.72*
11c)	Experienced unequal treatment from students with a physical disability	1.33	1.29	1.23*

Table 2 indicates that student, staff and faculty responses differed (and differed statistically significantly at the .10 level and beyond with 1 or more *) on several of the questions listed. The faculty perceive the administration as less responsive to the faculty than do students and staff, and they also see the administration as more responsive to students than do the students and staff. Moreover, the faculty report experiencing slightly less unequal treatment from students than do either the students or staff.

Table 3 compares responses from male and female respondents, indicating that women (student, faculty and staff) consistently (and significantly) report slightly less encouragement, and substantially less responsiveness and more unequal treatment from various sources than do male students.

Table 3: Average answers of male and female respondents

Question Number	Question Wording	Male	Female
6a)	Faculty encourage students equally independent of their gender	3.57	3.15 *
9b)	I feel administration is responsive to staff	3.36	2.85 **
Frequency of unequal treatment from:			
11a)	students of another gender	1.59	2.19 ***
12a)	faculty of another gender	1.81	2.38 ***
13a)	staff of another gender	1.66	1.86 +
14a)	patients of another gender	1.55	2.05***

Finally from this study, table 4 indicates that African-American and Asian-American respondents (students, faculty and staff) consistently (and significantly) express greater doubts about the "honest concern" about diversity in their institution, and a greater need for diversity, than do European-American respondents.

Table 4: Significantly different average answers of African American, Asian American, European American respondents and respondents from other ethnic / racial backgrounds

Question: Number	Question Wording	African American	Asian American	European American	Other
1.3)	Univ of Mich. has honest concern	3.42	3.57	4.05	3.38 *
2)	School of Dentistry has honest concern	3.08	3.14	3.91	3.38**
3)	I see a need for diversity program	4.17	4.14	3.14	3.13 **
There should be more diversity in:					
5a)	supervisory and administrative positions	4.36	4.14	3.06	3.88***
5b)	student body	3.82	4.14	2.76	3.25***
5c)	staff	3.64	4.29	2.91	3.25 **
5d)	faculty	4.27	4.43	3.12	3.75***

INTERVIEW INSTRUMENTS (INDIVIDUAL AND GROUP)

1. This first set of individual interview items comes from the report of Le Moyne College. Informants were asked to respond to the first question in terms of a continuum ranging from 1=comfortable, through 2 to 3=generally OK but some problems, through 4 to 5=uncomfortable, and to the later questions using 1=yes and 5=no as end points on this continuum.

> .a. In general, how would you characterize the racial atmosphere in the classroom at Le Moyne?
> .b. Would you say that Le Moyne is a community that <u>welcomes</u> both women and men? (In what way?)
> .c. Would you say that Le Moyne is a community which <u>supports</u> both women and men? (In what way?)
> .d. Would you say that Le Moyne is a community that <u>welcomes</u> individuals from different racial and ethnic groups? (In what way?)
> .e. Would you say that Le Moyne is a community which <u>supports</u> individuals from different racial and ethnic groups? (In what way?)

The use of a numerically anchored continuum permits a quantitative analysis of these interviews. As the report indicates (p. 55), "The key distinction is that between expressing a welcome to, say, women, persons of varying religious faiths, different social and cultural backgrounds, and abilities; and providing the support that such persons need to be happy and excel at Le Moyne. Table 9 reports respondents' impressions of the College's "welcome" and "support" for diversity in general and for various types of diversity. Respondents generally believed the College to be more successful in welcoming diversity than in supporting it."

WELCOME	N	MEAN	SUPPORT	N	MEAN
Diversity	54	2.33	Diversity	54	3.00
Sex	60	1.20	Sex	57	1.98
Race	56	1.86	Race	52	2.92
Ethnic	54	1.96	Ethnic	51	3.12
Social Class	54	2.19	Social Class	49	2.63
Age	55	1.44	Age	51	1.78
Religion	53	2.13	Religion	53	3.11
Ability	50	2.12	Ability	44	2.82
Sexual Orientation	48	4.42	Sexual Orientation	47	4.57
Residence Status	43	1.65	Residence Status	40	2.90

TABLE 9
Descriptive Statistics

In Table 7 (p.48) of this same report, the perceptions of support for racial diversity are examined by the race of the respondent; clearly people of color and Latino-American people perceive much less support for diversity than do European-American people.

TABLE 7 Perceptions of Support for Racial Diversity by Race		
Supportive	European-American	People of color and Latino-American people
Yes	65.5%	36.4%
No	34.5%	63.6%
Total	100%	100%
N =	51	51
Chi square > 0.05		

2. This second set of interview foci and questions, in this case for group interviews, comes from the report of the University of Michigan School of Public Health. The five questions that were used to focus discussion include:

.a. In thinking about your experiences here in the School of Public Health, list the 2 or 3 major barriers, problems or concerns that have made you upset or angry, or that have had a negative effect on you.
.b. As you think of your interactions with faculty, what are things that professors do that are upsetting to you or make you uncomfortable or angry in the classroom or in more private interactions?
.c. In thinking about your experiences as a graduate student, please describe any interactions with other students in the school that made you upset or angry.
.d. Thinking about the content of your courses, how is racism as it affects public health problems dealt with in your classes?
.e. Thinking about the issues we've talked about, list suggestions or recommendations that you would make to improve the school.

The report indicates that (p. 5-6), "The nine most prominent themes that emerged from the interview are these:
1. There are Demands on Blacks to Educate Whites to Issues of Race and Racism.
2. Low Socio-Economic Status is Equated With Minority Status.
3. Issues of Race and Racism are Ignored in Course Content.
4. Faculty Devalue Students' Experiences and Options.
5. Faculty are Uninterested and Not Helpful in Advising and Counseling Students.
6. The Grading System is Subjective and Standards are Ambiguous.

7. There is a Lack of Tolerance for Different Political and Racial Perspectives.
8. The Lack of On-going Formal or Informal Dialogue Between Minority and Non-minority Students limits Cross-Racial Understanding.
9. Experiences of Social Exclusion and Isolation Occur Between Minority and Majority Students."

A few examples of some of the things students said that were presented in the report may help make these points concrete:

"And then I have a class where the white students say that…6 out of 8 Black students sat together in a class every day. And the white students told me that they viewed it as hostile. Well, why would you consider Black students sitting together as hostile? And she said,, 'Well, they are separating themselves.' Well, all the white students sit together. Is that hostile? 'Well, no'. Then why is it hostile when Black students sit together? (p. 37)"

"They automatically assume, when they are teaching, I found in my first class, first semester, here that everything was low income, everything 'SES low', is automatically Black. There are a lot of white people who are low income but they do not stress that, they always stress that it is Black, so that gives everyone in the class the impression that everybody who is low income is Black. (p. 12)"

"I am not the appropriate Black representative; I am not a poor Black person. Because you are a minority, they assume that you are the stereotypical minority, that you had the awful life growing up. (p. 7)"

"Blacks get sick and tired of being the one who always have to teach white people about things, because Black people learn about white people in school. How come white people can't learn about Black people in school? (p. 31)"

"Whenever an issue concerning race came up, one of us was chosen, they directed the question, like, 'What do you think.' Well, you don't know where I grew up, maybe I grew up in an all white neighborhood, maybe I just don't identify with the Black culture. They don't know, they just assume because of the color of my skin that I am an authority. You are always selected - not to say that if you have something to contribute that that shouldn't happen, but to blatantly point you out and point the finger at you, instead of going around the classroom. That makes a big difference in terms of how you respond, too, because you are put on the defensive. 'Oh, they're choosing me because I am Black' instead of 'They are selecting me because I am a member of this class and I have something relevant to say.' It is a whole different perspective. (p. 9)"

3. Some generally similar questions were asked in Chesler, Wilson & Malani's focus groups with undergraduate students of color at the University of Michigan. The ten major themes that students identified as being problematic in their relations with faculty members included:

1. The faculty has low expectations for us.
2. The faculty does not care about us…or reach out to us…or have time for us.

3. The faculty does not understand that we are different from white students the faculty are used to.
4. We are not all alike!
5. Some faculty single us out as "experts" and "spokespersons" for our racial or ethnic group.
6. The curriculum, and classroom interaction, often excludes us.
7. The faculty sometimes seems uncomfortable or cautious with us.
8. Faculty sometimes take overt stances in class against diversity issues and initiatives.
9. Out of class interactions with the faculty are minimal and difficult.
10. Classroom structures and pedagogical approaches are too limited.
11. Relations with white peers in class sometimes are problematic.

And these students also indicated some positive things that some faculty members did.

1. Faculty introduced inclusive curricular material.
2. Faculty used more effective pedagogical approaches.
3. Faculty encouraged us and had confidence in us.
4. Faculty led open and guided discussion of racial issues.
5. The presence of faculty of color is important.

4. The next series of excerpts of students' voices come from the focus groups analyzed in the report from the University of California at Berkeley. The focus of this first set of excerpts is issues of support and affirmation expressed by African American students.

"I think there's a lot of reasons. Um, number one, for you to do well in anything anywhere you have to feel comfortable and you know that just speaks to the fact that um, a lot of Black students feel alienated on campus. And if you're not um, plugged into a support group then chances are, um, you're not going to find the support you need. You're left, you left your um, your support network at home that was always there for you no matter what. And um, you get there and that's, that's not readily available for you, any more. And when you, especially when you move outside of the dorms after the first year.…You don't have that support group that you had in the past. (p.29)"

"I've been um directly told that I've gotten here because of Affirmative Action. I was told, I was told by a teacher in high school. You know, I went to her and said, well I got into Berkeley. And she's like oh, you only got in..under Affirmative Action. And I'm like okay, 'Thank you, bye!' And then, then you know, I came up here and people, they try to, I mean they try to water it down… I came up here and another white friend, you know, he tried to water it down, (he said) most 'Black people get in, you know, under Affirmative Action' because they don't really get good grades, because they don't study or stuff like that…' (p. 30)"

And several other excerpts focus on issues of ethnic identity and prejudice or racism, first from a Chicano/Latino student and then from white students.

> "They (African American students) talk about racism and then a Chicano/Latino will go, `Oh yea, I know what you mean,' and they'll just look at you or you know or if you're not dark enough they don't think you've experienced it and I've come out and say, `Well, Chicanos/Latinos face racism, too.' But, also, I always have to remind them: maybe you have a color barrier, but a lot of Chicanos/Latinos have a language barrier. A lot of times, Chicanos/Latinos they have a language barrier and it's always there. (p. 35)"

> "Many whites don't feel like they have an ethnic identity at all and I pretty much feel that way too. It's not something that bothers me tremendously but I think that maybe I could be missing something that other people have, that I am not experiencing. (p. 37)"

> "I find myself embarrassed that I'm white a lot of times…(in small, highly diverse class) I feel like I don't know anything because I am white. They say `how do you know how we feel? How could you ever know?' Even though I try, I really want to be aware. I just feel like there is this big barrier stopping me. (p. 37)"

> "Everyone kind of has prejudices and biases what you don't really admit or you're not really conscious of, so you…have to keep looking at what you're thinking and how you are judging… Much as you can say 'I'm not racist, I don't have any preconceived ideas…' you do, there's no way around it. So I think that it takes any experience like living with someone and working with someone, and … each step you … break down your own beliefs. (p. 38)"

And finally from this report, a comment about the faculty…

> "It's not that they're prejudiced or racist but it's just that they don't know. They're not sensitive on issues. (p. 35)"

1. The first two illustrations from Green's publication for the ACE, suggest a series of questions that can be addressed to organizational policies, procedures and programs. (pp. 19-20 and 20-21).

Checklist of Institutional Policies

Each checklist enumerates certain policies, procedures or programs that institutions might have in place. Respondents may be the institutional task force charged with the issue of minority participation, groups or individuals such as the governing board, president, senior administrators, deans, department chairs, the faculty senate, student groups, institutional research and planning staff. Each of the questions should be considered in light of the considerations outlined below:

- If the answer to the question on the checklist is *yes*, is the strategy or policy effective? How do you assess how well it is working? Do you have outcome data?
- If the answer is *no*, would such an approach be important to your institution to improve minority participation? How high a priority would you place on developing such a policy or strategy?

1. Is increasing minority participation an institutional priority? Has the governing board approved a policy designed to increase minority participation? Does it include specific goals? Has it been presented to the entire campus community?

2. Have the various colleges, schools, units, and departments developed policies and plans to improve minority participation? Are the unit plans centrally monitored and coordinated? Do they regularly assess and report their progress to the president and board?

3. Are there regular reviews of institutional progress by the president and board?

4. Are there individuals in various units or schools designated to identify and document problem areas and to recommend a course of action?

5. Are there routine collections of data on minority participation and dissemination of that data to the campus community?

6. Are admissions criteria and practices reviewed periodically to determine if they are consonant with increasing minority enrollments?

7. Are dormitory and campus life activities reviewed periodically to determine if they are consonant with the institutional effort to provide a climate that respects a pluralistic culture?

8. Does the allocation of resources to programs to improve minority participation reflect the governing board policies on this issue? Are there sufficient institutional dollars as opposed to "soft money" to support the integrity and continuity of such programs? Which programs are scheduled to be absorbed into the regular practices and general fund budget of the institution?

Checklist of Institutional Procedures

1. Is there an affirmative action officer or person charged with the responsibility of monitoring employment policies and procedures and grievances? Does that person hold orientation sessions with search committees? have the authority to do his or her job effectively? report to the president?

2. Are there informal mechanisms to hear complaints and resolve disputes? Is there a grievance procedure related to racial and ethnic equity which is widely publicized on campus? Is input sought on the effectiveness of the grievance procedure? If so, from whom?

3. Is there a person designated to monitor the campus climate with respect to racial tolerance?

4. Are there clear policies on sexual and racial harrassment? Are there administrative procedures that are immediately implemented in cases of incidents of racial harassment or violence? Are these policies known throughout the institutional community? Are they contained in both student and employee handbooks? Have they been reviewed by legal counsel and local authorities?

5. Does each department or school conduct a periodic assessment of its efforts to improve minority participation and its progress to date?

6. Do schools or units use advisory committees to identify ways to expand contacts in the minority community and to strengthen efforts to recruit minority students, faculty, and administrators? Do they use minority professional associations? minority disciplinary associations? contacts with deans and department heads at historically black institutions?

7. Does institutional publicity portray minorities in a manner consistent with the goals of enhancing minority participation? Is there a process for reviewing publications and advising on their compatibility with institutional goals?

8. Are employment practices and advancement procedures reviewed periodically to assess their impact on minority faculty and staff? Do special efforts and programs exist to identify promising minority professionals and to assist in their career advancement?

2. What follows are rather self-explanatory tables. The first three detail student enrollment figures, from the reports of the University of Michigan (Exhibit S-2) and Indiana University (Figures 8 and 9). The second three suggest ways of detailing faculty composition data (Sample Worksheet A-2 presents an outline for entering data, and is from the American Council on Education publication and Figures 1 and 2 come from the report of the University of California - where the U.C. data is compared with data from several other "selected institutions"). The last table (Exhibit N-1), provides information on staff composition from the report of the University of Michigan.

EXHIBIT S-2

Total Adjusted Enrollment by Race: Fall Terms 1981 through 1991
The University of Michigan–Ann Arbor

Year		Total	Total Of Color	African American	Hispanic/ Latino	Native American	Asian American	White	Unknown
1981	#	31,989	3,212	1,698	450	138	926	28,555	222
	%	100	10.0	5.3	1.4	0.4	2.9	89.3	0.7
1982	#	31,523	3,252	1,625	455	128	1,044	28,075	196
	%	100	10.3	5.2	1.4	0.4	3.3	89.1	0.6
1983	#	31,024	3,265	1,516	455	131	1,163	27,679	80
	%	100	10.5	4.9	1.5	0.4	3.7	89.2	0.3
1984	#	31,039	3,497	1,595	526	140	1,236	27,408	134
	%	100	11.3	5.1	1.7	0.5	4.0	88.3	0.4
1985	#	30,989	3,729	1,619	550	156	1,404	27,185	75
	%	100	12.0	5.2	1.8	0.5	4.5	87.7	0.2
1986	#	31,443	3,985	1,674	621	133	1,557	27,296	162
	%	100	12.7	5.3	2.0	0.4	5.0	86.8	0.5
1987	#	32,095	4,343	1,734	677	129	1,803	27,528	224
	%	100	13.5	5.4	2.1	0.4	5.6	85.8	0.7
1988	#	32,424	4,991	2,011	824	132	2,024	27,204	229
	%	100	15.4	6.2	2.5	0.4	6.2	83.9	0.7
1989	#	32,900	5,454	2,140	927	138	2,249	27,074	372
	%	100	16.6	6.5	2.8	0.4	6.8	82.3	1.1
1990	#	33,123	6,044	2,358	1,055	157	2,474	26,501	578
	%	100	18.2	7.1	3.2	0.5	7.5	80.0	1.7
1991	#	32,969	6,636	2,510	1,240	189	2,697	25,585	748
	%	100	20.1	7.6	3.8	0.6	8.2	77.6	2.3

Adjusted enrollment omits nonresident aliens, nondegree and extension students, and students at other locations.
To fully understand the derivation of adjusted enrollment, see Exhibit A-2 in the Appendix.
Source: Registrar's Report 837, data as of 9/25/91.

Minority Enrollment: Black vs. Hispanic
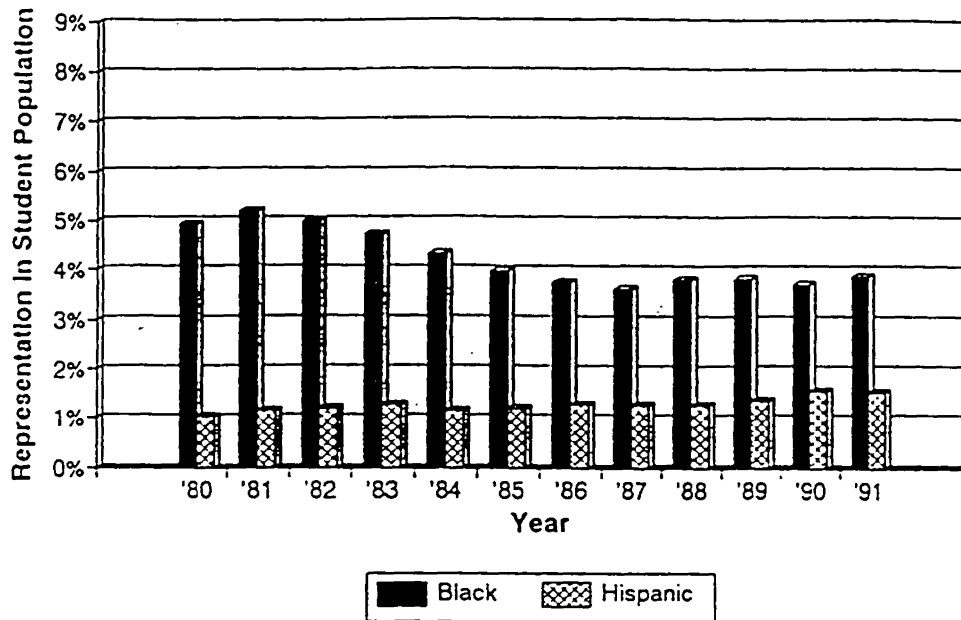### Bloomington Campus, 1980 - 1991

Figure 8. The number of Hispanic students in the Indiana University Bloomington campus population increased minimally in the 1980s. In contrast, black student representation decreased throughout the decade.

Minority Faculty: Black vs. Hispanic
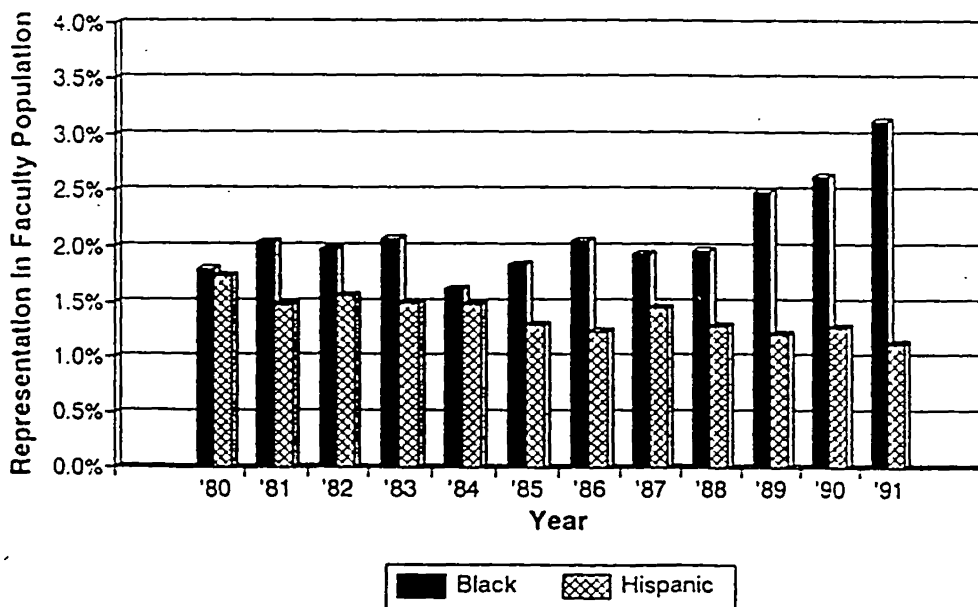### Bloomington Campus, 1980 - 1991

Figure 9. In the last decade, the representation of black faculty in the Indiana University Bloomington campus population increased, especially after 1987. In comparison, the number of Hispanic faculty declined. (Note: "Faculty" refers to full-time faculty, lecturers, and administrators with academic rank.)

SAMPLE WORKSHEET A-2

Scope: *Institution* **Category:** *Faculty*

		Racial and Ethnic Categories (by Sex)									
		White		Black		Hispanic*		Amer. Indian		Asian*	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
TOTAL	1988										
	1983										
	1978										
FULL-TIME	1988										
	1983										
	1978										
PART-TIME	1988										
	1983										
	1978										
PRO-FESSOR	1988										
	1983										
	1978										
ASSOC. PROF.	1988										
	1983										
	1978										
ASST. PROF.	1988										
	1983										
	1978										
INSTR.	1988										
	1983										
	1978										
TEN-URED	1988										
	1983										
	1978										
NON-TEN-URED	1988										
	1983										
	1978										

*These categories may be further disaggregated, e.g. Puerto Rican, Mexican American, Japanese-American, Chinese-American, and Pacific Islander.

FIGURE 1
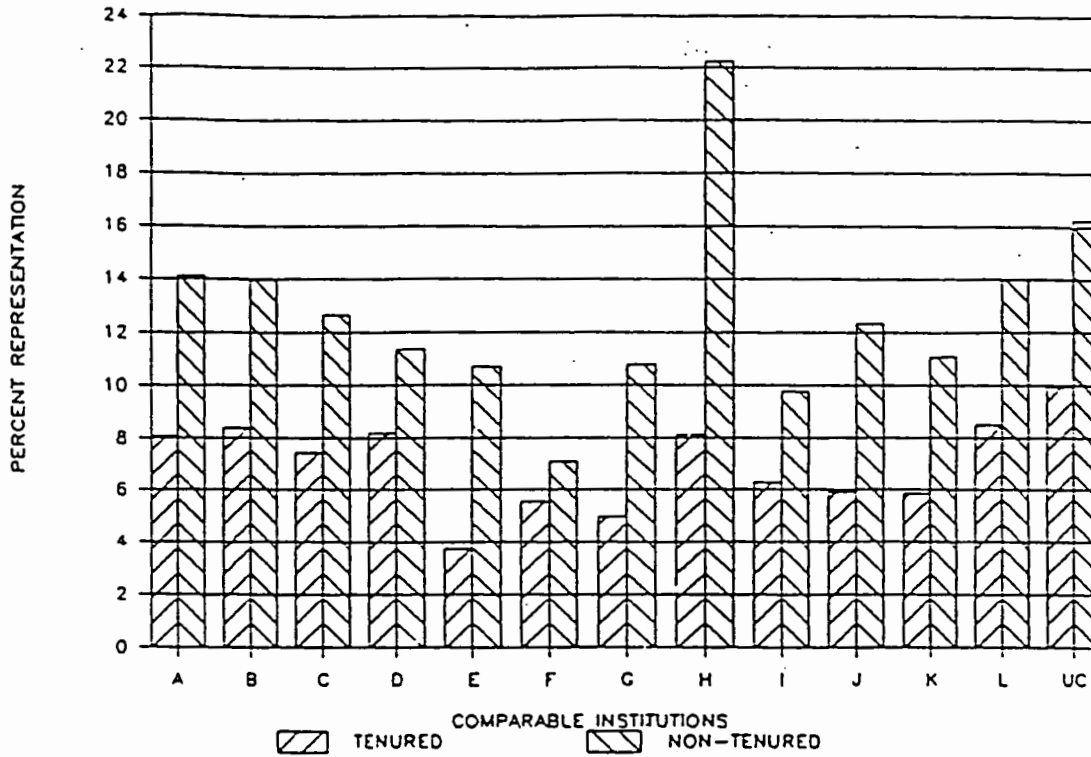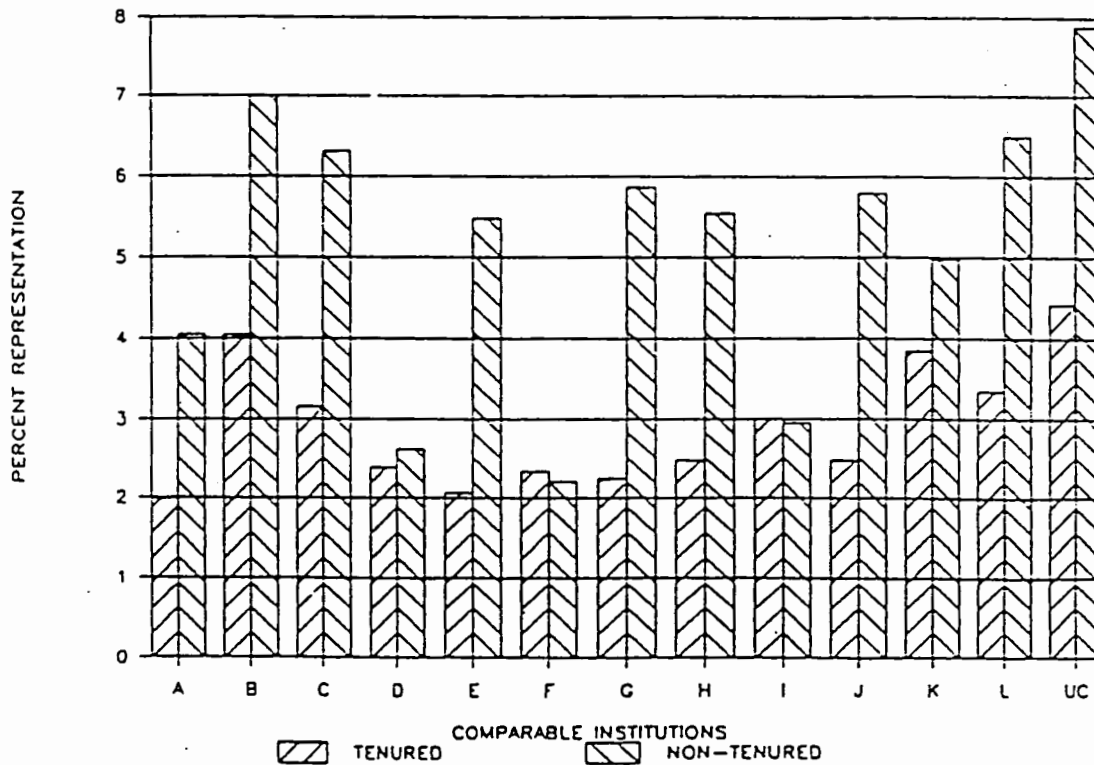Percent Minority Tenured & Non-Tenured
On-Track Faculty

FIGURE 2
Percent Underrepresented Minorities
Tenured & Non-Tenured On-Track Faculty

Source: 1986 EEO-6 Reports from selected institutions

EXHIBIT N-1
Persons of Color in the Noninstructional Staff
By Number and Percent in Each EEO-6 Group–1981 through 1991
The University of Michigan–Ann Arbor

EEO-6 Group		1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991
Exec/Admin/Managerial												
Academic	#	11	12	9	7	9	8	6	9	13	10	12
Administrators *	%	9.0	10.2	8.6	6.7	8.0	7.6	5.7	9.0	11.8	9.5	10.9
Nonacademic	#	20	18	18	21	26	24	23	25	33	36	38
Administrators	%	5.2	4.7	4.7	5.0	6.0	5.3	4.9	4.9	6.1	6.4	6.6
Professional Nonfaculty *	#	296	308	309	304	342	391	449	506	539	603	662
	%	9.5	10.0	10.0	9.6	10.4	11.2	12.1	13.0	13.0	13.7	14.4
Clerical/Secretarial	#	219	213	233	227	248	264	289	347	369	408	419
	%	8.8	8.8	9.8	9.5	10.4	10.8	11.1	12.7	13.5	14.6	14.4
Technical/Paraprofessional	#	58	55	55	66	60	60	67	70	72	70	76
	%	12.9	12.9	13.4	16.0	14.4	13.4	14.3	14.6	14.8	14.1	14.4
Skilled Crafts	#	28	26	27	25	28	30	33	31	36	37	39
	%	8.2	8.0	8.1	7.5	8.4	8.6	8.3	7.8	8.8	9.1	9.3
Service/Maintenance	#	349	330	359	369	398	406	400	410	440	427	391
	%	28.7	28.1	29.7	31.0	32.4	33.5	32.2	31.5	31.8	31.2	29.1
Total	#	981	962	1010	1019	1111	1183	1267	1398	1502	1591	1637
	%	12.1	12.1	12.8	12.7	13.6	13.9	14.1	14.9	15.3	15.7	15.6

EEO-6 groups = groupings of higher education job titles required by the Equal Employment Opportunity Commission for use in reports to the federal government.
Includes U.S. citizens, permanent resident aliens, or nonresident aliens with visa status which allows their employment at the University.
* Academic Administrators are also included in the faculty tables;   Professional Nonfaculty includes Primary Staff (who have Faculty status) - see Exhibit F-14.
Source: Workforce Analyses, data as of October of each year.