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VICE CHANCELLOR
FOR STUDENT AFFAIRS

January 19, 1995

To: Chancellor Michael Aiken
Provost Larry Faulkner

From: Leigh Estabrook, Chair
Committee on Building a More Inclusive Community - Final Rep

Enclosed please find a final report from our committee. During the fall semester committee members received comments about the report's recommendations and also visited with students and staff at several residential units. Recommendations 1, 4 and 6 were the only ones about which we received significant comments.

The first recommendation has obviously received the greatest public comment; but the comment has, in fact, been less than we anticipated. I responded personally to every communication I received. Although we continue to be sensitive to the politically charged nature of this recommendation, we have not changed it. The period of public comment has provided further evidence of the importance of the University's changing its symbol for the benefit of the white community as much as the native American one. Moreover, we find that many of those who personally wish to retain Chief Illiniwek recognize the necessity of change.

The fourth recommendation was a source of concern by those housing units that are making significant attempts to be more inclusive and we have modified it to reflect those concerns.

The sixth recommendation has been modified to respond to issues raised by the AAUP, the Senate Committee on Academic Freedom and Tenure and Professor Bainbridge. We acknowledge the real difficulties in assessing classroom climate while assuring academic freedom as evidenced by recent horrific examples at other universities. At the same time we believe academic freedom cannot be used as a shield to protect prejudicial behavior in the classroom.

Finally, I wish to comment on the expressed concerns that the Committee's recommendations threaten First Amendment rights. The report intentionally seeks to protect Constitutional rights of all members of this community. For example, committee members decided we could not recommend restricting College of Engineering students' uses of pornographic pictures as screen savers. We strongly agree that a university must encourage debate and disagreement over *ideas* and recognize that such debate may be uncomfortable.

All members of the Committee join me in thanking you for the opportunity to work on these issues.

BUILDING A MORE INCLUSIVE COMMUNITY¹

I. INTRODUCTION

The University of Illinois is a rich community of people of different backgrounds and abilities. Programs such as Target of Opportunity and the President's Award Program are helping to increase the number of faculty, staff and students from underrepresented groups. Chancellor Aiken and Provost Faulkner have made strong commitments to increasing the diversity of the Urbana-Champaign campus. As the profile of this campus changes, the climate of the campus must also change. It is imperative that we build a more inclusive community, one that values different talents, experiences and perspectives; that provides a safe and accessible environment; and that encourages all its members to work, enriched by differences in economic background, race, religion, age, gender, disability, sexual orientation and culture.

The University recognizes the importance of this struggle to achieve a fully inclusive community. On October 13, 1993, President Stanley O. Ikenberry stated, "Inclusiveness is critical to the University's vision....The commitment to inclusiveness and diversity must be shared by all members of the University community. Increased opportunity for women and minorities lies in a renewed commitment, an improved campus climate, and the full utilization of the diverse talents of all members of the University community."²

Since coming to the Urbana-Champaign campus in 1993, Chancellor Aiken has repeatedly expressed his strong commitment to making this community inclusive for all faculty, staff and students. He has met with groups to understand the campus environment and has articulated his vision in various public forums. It is not surprising that this committee on "building a more inclusive community" was one of ten charged by the Chancellor in his strategic planning for the campus.

In 1988, faculty and staff from the Planning Committee for the Chancellors Allerton Conference on minorities summarized their work by stating:

An overriding principle that guided the committee was our belief in the appropriateness and importance of the University's explicit commitment to the education of minorities as one of its key educational missions. We believe it is crucial to the future of the State of Illinois that we be effective in this mission.(p. 5)³

¹ Committee members were Leigh S. Estabrook, Dean and Professor, Graduate School of Library and Information Science, chair; James D. Anderson, Professor, Educational Policy Studies, Education; Robert M. Copeland, Associate Dean, LAS; Gary S. Dell, Professor, Beckman Institute and Psychology, LAS; Cheris Kramarae, Professor, Speech Communication and Director of Women's Studies, LAS; Paul Leung, Professor and Director, Rehabilitation Education, ALS; Michael Palencia-Roth, Professor and Director, Comparative Literature, LAS; Gary G. Porton, Professor and Director of Program in Religious Studies, LAS; Thomas A. Seals, Clinical Counselor and Director, Counseling Center; Clarence Shelley, Associate Vice-chancellor, Student Affairs; Marianne S. Winslett, Associate Professor, Computer Science, Engineering; Jill E. Brown, Undergraduate; Anita Govindjee, Graduate; Jennifer M. Johnston, Undergraduate.

² A Statement on Inclusiveness

³ We strongly encourage campus faculty and administration to read the Allerton Conference Report in its entirety. Many of its recommendations are echoed in the recommendations of this workgroup and Conference participants provide rich background and detail about the issues they considered.

The Chancellor charged this workgroup to develop a strategic plan for building a more inclusive community at the University of Illinois at Urbana-Champaign. Numerous other reports, such as the 1988 Allerton Conference, charged to study some aspects of inclusiveness on the UIUC campus, preceded this one. Members of these groups have represented broadly the faculty, staff and students at the university, and we have drawn on their perspectives and recommendations in making our own.

Inclusiveness means the acceptance of differences based on mutual respect and a belief that such respect promotes richness and strength in a community. When we speak of minorities in this report, we recognize that individuals differ in their interpretation of who qualifies as a minority. In this document we refer to different groups as a way of highlighting those groups that have difficulty finding a voice and finding support within society and our University. We do not mean to be 'exclusive' in scope, however. Policies directed toward building a more inclusive campus community allow all people of this University to interact in an atmosphere of tolerance and mutual respect.

We realize that issues related to inclusiveness provoke strong reactions. The University must address them if it is to maintain its position of leadership in higher education. As noted in President Ikenberry's statement, the University of Illinois at Urbana-Champaign is a primary training ground for the future leaders of this state at a formative stage of their lives. Their leadership will take place in a world and workplace different from today. By 2025, people of color will comprise 37% of the State of Illinois' population. Our graduates must be competent to work effectively regardless of differences.

Inclusiveness is an essential feature of and precondition for a university's claim to be an institution of higher learning in which students move from the more simplistic, dualistic, provincial adolescent views of the world to more complex and global understandings. This developmental educational framework, whether cognitive, emotional or moral, cuts across an array of issues and academic disciplines. The major developmental theorists (Perry, Gilligan, Kohlberg) overlap in their characterization of this maturation process in men and women and in their analysis of how to foster this kind of learning.

The University Board of Trustees and Administration have developed laudatory goals of achieving a more diverse faculty, staff and student body. Achieving these goals will provide a necessary but not sufficient condition for a rich and expansive learning experience. It will also be necessary to change the University environment in which we live and work if we are to mature as a community and teach our students to live and work in our changing society. This report offers some concrete suggestions for effecting that change.

II. Focus of Workgroup Efforts

Several other workgroups have addressed areas related to the focus of this one. In particular, the Strategic Planning workgroups on Faculty Retention/Renewal and Undergraduate Education have included recommendations that will help make faculty and classrooms more inclusive. Our primary focus is the life of the community: housing, cultural and social conditions, classroom and campus "climate" and admissions. We address in only a limited way issues related to specific curricular areas or alternative modes of instruction, although we believe the classroom provides perhaps the most creative opportunities for making the campus more inclusiveness. Similarly we do not offer specific recommendations about recruiting and retaining a diverse staff and faculty. We believe these issues are vital, but leave the policy recommendations to the other workgroups.

III. Status of Current Campus Efforts

The status of current campus efforts can be characterized as well-meaning, but often lacking coordination.⁴ Among those efforts of which this workgroup is aware are the following:

A University Senate Committee, chaired by Professor Wesley Seitz [Department of Agricultural Economics], has issued a report on the role of cultural centers at the University.

The Office of Human Resources Development sponsors cultural diversity training. One 1994 seminar on cultural diversity awareness had 386 attendees, 40% of whom were academics.

The offices of Student Affairs and Academic Affairs are considering a proposal for use of Dialogue Groups as a means of in-depth intercultural exchange and learning both within curricular and co-curricular settings.

Linda Baird, Assistant Director for Compliance and Data Management, Office of Affirmative Action, has completed an assessment of recent departmental hiring practices.

Professor Louise Fitzgerald [Department of Psychology] and a doctoral student have conducted a survey of undergraduate and graduate students regarding their experiences of the campus climate.

Women's Studies has been sponsoring pedagogy workshops dealing with gender, sexual orientation and race tensions in the classrooms.

Daniel J. Perrino, department of music and special programs for the Alumni Association and Toni Vaughn, Associate Director for Programs and Services, Alumni Association have been working with the Association to identify concerns of minority alumni.

Chancellor Aiken has conducted focus groups with students and new assistant professors in order to learn about their experiences on campus.

The UIUC Student Trustee and a number of groups of students have held forums throughout spring, 1994, regarding such issues as relationships between racial groups and the need for cultural centers.

As part of the process of hiring a replacement for now retired Associate Chancellor Joseph Smith, an ad hoc committee assessed the ways in which affirmative action is administered on this campus.

The Asian Pacific American Coalition has met with campus officials and developed a written proposal for a cultural center as a means to improve campus support for the needs of Asian Pacific Americans at UIUC.

The Native American Indian students and supporters have met with campus officials and developed position papers addressing the prejudice that they encounter on this campus, exemplified by the continued use of "the Chief" as a symbol of the University.

Staff from the Office of Instructional Resources are designing an exit survey of academic and professional staff assessments of the campus climate.

⁴ Only one month before completing the first draft of this report, members of the committee inadvertently learned of the survey of the UIUC climate that is being conducted by Louise Fitzgerald with a written endorsement by the Provost.

In trying to identify campus efforts, including those of the past from which reports were issued, we quickly realized the need for a decentralized campus such as this to develop effective mechanisms for communicating about the work of different groups. Moreover, some of these activities, such as the campus climate survey, should be conducted within the framework of an overall strategic plan for the campus.

IV. Recommendations

A. General objectives to guide decision making

In its deliberations, the workgroup has been sensitive to the realities of the campus budget and the political environment within which the University operates. At the same time we believe the campus must change some of its policies and practices if it is to recruit and retain a more diverse faculty, staff and student body and become truly inclusive. We have received numerous examples of ways in which anti-Semitism, racism, sexism, xenophobia and other prejudicial behaviors make this a community in which it is difficult for many of its members to feel safe and do their best work.

As we have met among ourselves and with members of the UIUC community, we are struck by the number of informed and dedicated people who have worked to make this a more inclusive community over the years. Our confidence in those individuals, in the strength of the University to embrace change and in the expressed desires of its leadership to foster inclusiveness give us hope that the following recommendations will be implemented.

The following recommendations build on the recommendations of other campus groups. We have not addressed the specific needs of any one group of the campus community, but rather focused more broadly on those steps the campus must take to create an environment that is open to the needs of all its members.

B. Specific implementation strategies for next few years.

In order to build a more inclusive community at the University of Illinois, we believe the University must adopt the following policies:

1. **THE UNIVERSITY ADMINISTRATION AND BOARD OF TRUSTEES SHOULD RETIRE CHIEF ILLINIWEK AND DISCONTINUE LICENSING NATIVE AMERICAN INDIAN SYMBOLS AS REPRESENTATIONS OF THE UNIVERSITY.**

"The Chief" as a symbol of the university undermines attempts at inclusiveness and calls the University's sincerity on this matter into question. The workgroup has met with representatives from the Native American Indian Community, who have presented us with painful examples of the ways in which "the Chief" affects the climate at UIUC and has led to intolerant speech and behavior. We are convinced that use of human and symbolic representations of Chief Illiniwek is harmful and a serious detriment to the campus's creating an inclusive community.⁵ Not only is use of "the Chief" objectionable to many Native American

⁵ Joe Gone, doctoral student in Psychology, has written a powerful statement in which he offers a contextual framework for explaining why Chief Illiniwek is so objectionable to American Indians and Alaska Natives. He cites four misrepresentations that occur in contemporary images of natives such as that of Chief Illiniwek: "that Indians are beings of the past"; "that Indians were fierce and untiring warriors"; "that the diversity of Indian cultures is always distilled to the archetypal nomadic Plains horse culture"; and "that white America understands and interprets better than Indians themselves what is best concerning our welfare." [The Contextual Evaluation of a Symbol, Native American Students, Staff and Faculty for Progress, Media Information Packet, January 1994.]

Indian students, but such use has become a focus of division and escalating tension within the campus community.

Keeping the Chief also undermines the Board of Trustees' explicitly stated desire to recruit more Native American Indian students. Nationally, Native American Indian students are actively working to keep other Native American Indians from applying to the University. Tribal junior colleges have been discouraged from recommending their students transfer to four-year institutions with symbols such as "the Chief."

2. THE UNIVERSITY OFFICE OF ADMISSIONS SHOULD REWRITE EXPLANATORY MATERIAL RELATED TO THE APPLICATION PROCESS TO ARTICULATE MORE CLEARLY THE IMPORTANCE OF DIVERSITY WITHIN THE STUDENT BODY AND SHOULD "ENCOURAGE" ALL APPLICANTS TO COMPLETE THE OPTIONAL ESSAY.

The workgroup was impressed with Acting Vice-chancellor for Student Affairs Patricia Askew's work with the Office of Admissions and the staff's efforts to recruit a more diverse student body. This office is doing an excellent job in reaching out to high schools, in explaining the admissions process and in increasing the diversity of the student body, although we continue to find examples of guidance counselors who fail to encourage eligible minority students to apply for admission to the University. Committee members are sympathetic to the difficulties the Office of Admissions encounters, for we found that counselors, potential applicants and current students tend to view the admissions process as dominated by GPA, rank in class and ACT scores. Students then characterize those who are admitted because of special characteristics [as enumerated in the guidelines for submitting an essay] as "outside the norm," less qualified, and not deserving of respect.

We do not see a need to change the current criteria for admission, nor the formal review process in which standardized scores are used as a "first cut" for admissions. In its general materials about admissions to UIUC, the University must clearly articulate the value of a multiple talented and diverse student body to the quality of its education. We also support having all students encouraged to write the essay [p. 4] part of the application. This will further encourage them to think about the special contributions they might make to the University community and their role in a diverse university. It may also enhance the applicant pool by encouraging applications from individuals who presently self-select themselves out [i.e., do not apply] because of their perceptions of the University's admissions process.

3. FINANCIAL AID PACKAGES FOR THE PRESIDENT'S AWARD PROGRAM RECIPIENTS SHOULD BE RAISED TO MAKE THE UNIVERSITY COMPETITIVE WITH OTHER TOP-RANKED COLLEGES AND UNIVERSITIES.

In a memo dated May 12, 1994, Askew notes [p. 5] the precipitous decline in the acceptance rate for Fall, 1994, of PAP students. She goes on to say, "Many colleges and universities are stepping up their recruitment of high-achieving African-American and Latino students. Chicago is viewed as a national area for recruitment of minority students. With the revision of our PAP financial aid packaging guidelines, many universities now offer a more attractive scholarship package." The University must address this problem if it is to increase the percentage of the student body represented by people of color.

4. ALL UNIVERSITY HOUSING AND HOUSING "CERTIFIED" BY THE UNIVERSITY SHOULD BE NONDISCRIMINATORY AND RECRUIT AND PROVIDE SUPPORT FOR A DIVERSE RESIDENT POPULATION.

Members of the workgroup have met with various housing units, some of which are making significant efforts to recruit a diverse resident population and develop multi-cultural programs. Nonetheless, the workgroup found strong patterns of segregation in housing "certified" [independent residences, fraternities and sororities] by the University as meeting its 30 hour residency requirement. The University is not authorized to require private social organizations to admit members they do not want. But the University must not sanction organizations that have exclusionary practices based on race, ethnicity and religion.

Housing that is certified by the University, including fraternities and sororities that seek such certification, should actively recruit a diverse resident population and should provide staffing and activities that encourage a climate of inclusiveness.⁶ To the extent provided by Federal law and local ordinances, buildings and facilities should be accessible to persons with disabilities.

5. THE OFFICE OF THE VICE-CHANCELLOR FOR STUDENT AFFAIRS SHOULD WORK WITH REGISTERED STUDENT ORGANIZATIONS TO ENSURE THEY ARE NON-DISCRIMINATORY AND TO HELP THEM BECOME MORE INCLUSIVE.

At present, the University provides excellent training to Student Ambassadors, student orientation leaders and resident advisors to sensitize them to prejudicial behavior. We believe all student organizations would benefit by having such training extended to their members. It is not enough simply to require all registered student organizations to be non-discriminatory without teaching them how this might be accomplished.

6. ALL CAMPUS LEVELS SHOULD CONDUCT, IN A SYSTEMATIC FASHION, ASSESSMENTS OF INCLUSIVENESS ON THE UIUC CAMPUS. FINDINGS FROM THESE ASSESSMENTS SHOULD BE CONSIDERED WITHIN THE BROADER CONTEXT OF IDENTIFYING STRATEGIES FOR IMPROVING THAT CLIMATE.

Consistent with the conclusions and recommendations from the 1988 Chancellor's Allerton Conference, this workgroup believes that faculty and staff—at the individual and departmental level—should be accountable for creating and maintaining an inclusive classroom and campus environment. We believe this can only happen through ongoing and sustained assessment. Measures of campus climate that are conducted at one point in time or are isolated can do little to influence change.

The teaching faculty has the primary responsibility for creating a safe and open environment that includes all students equally in the learning experience. For this reason the academic units have the obligation to monitor, assess and evaluate the classroom environments of their staff in order to ensure that the courses are taught in a manner that encourages the participation of each student, including those students with disabilities. Each academic unit should develop a plan and a program to inform its faculty on a regular basis of the University's goals to create a diverse and inclusive community, to aid the faculty in achieving these goals. At

⁶ See also letter on the feasibility of having all first year students live in University residence halls, from David Wehner, Chair, University Student Life Committee. While opposing requiring all first year students to live in University housing, the report concludes: "Our recommendation is to require all forms of certified housing to provide appropriate programs to expose residents to the importance of cultural diversity in our society. The University...has the authority to set requirements for programming in certified housing. We encourage the University administration to establish appropriate requirements for cultural diversity programming as soon as possible."

every stage the plan and program should protect the integrity and confidentiality of the students, the faculty members and the academic units.

The workgroup recommends several specific forms of assessment.

- a. We recommend that the University Senate approve a question pertaining to climate in the classroom as standard in the "open-ended/back-of-the-sheet" ICES questions. [For example, "Did the instructor treat all individuals in the classroom with respect, regardless of race, gender or other characteristics. If so, please give examples; if not, please give examples."]
- b. We further recommend that the Provost modify Academic Communication IX, so that the University explicitly considers a faculty member's respectful treatment of all individuals in the classroom is considered in the process or promotion and tenure review.
- c. We recommend that the Chancellor and Provost, with the assistance of the new Associate Chancellor begin to assess departmental efforts toward recruiting and retaining minority faculty and students, as well as students and faculty with disabilities, and toward creating an inclusive classroom environment. As part of that assessment, they should begin rewarding departments that are succeeding in these areas.
- d. Finally, we recommend that the Chancellor support implementing the campus climate assessment, developed by Dennis May, Clinical Counselor and Ann Jolly, Research Data Analyst, Counseling Center, and that the assessment be incorporated into the campus's strategic planning efforts. This assessment focusses not only on outcomes, but on the process of assessment which generates awareness and at the same time asks the community to become engaged in it.⁷

7. THE CAMPUS, UNDER THE LEADERSHIP OF THE VICE-CHANCELLOR FOR STUDENT AFFAIRS AND THE HUMAN RESOURCES STAFF MUST IMPROVE COUNSELING, PROGRAMMING, GRIEVANCE PROCEDURES AND OTHER MEANS OF SUPPORT TO STUDENTS, FACULTY AND STAFF WHO EXPERIENCE DISCRIMINATION ON THIS CAMPUS.

This committee found a serious gap in support services to those who experience discrimination on this campus. A brochure has been developed on sexual harassment, but nothing comparable exists regarding individuals' rights to an environment free from discrimination. The Office of Affirmative Action supports grievances related to employment and the Office of the Ombudsperson addresses individual concerns related to discrimination. Students also have resident and faculty advisors and staff in the Counseling Center and Office of Student Affairs, to whom they may turn when they encounter discrimination. Such support services are important, and indeed should be enhanced. The University must also state clearly that all members of this community have a right to work in an environment that is free from discrimination. At the same time the University must develop grievance procedures for faculty, staff and students who encounter discrimination

⁷ There are several important documents related to this including the Jolly/May assessment process developed in 1988 and more recently a letter from Tom Seals, Otis Williams, Ann Jolly, and Dennis May [September 7, 1993] to Stanley R. Levy which provides further evidence of the importance of such a survey and the interest in various University groups, including the Alumni Association, in questions of racial and cultural diversity on campus.

This workgroup has not developed guidelines for the campus to use in determining whether new Cultural Centers should be created. We have, however, considered several issues related to integration and differentiation on the UIUC campus.

It is important that the University acknowledge and support the special needs of members of all those groups who continue to experience discrimination. Whether the University ultimately creates new "centers" or not, future plans need to ensure that women, individuals with disabilities and minorities are assured of the kinds of support that centers can provide. These include counseling, programming for their special interests, and bounded places in which groups of students can gather and feel safe.

We realize the apparent tension between recommendations 3 and 5 [above] and recommendation 6. We conclude that the University cannot condone residential segregation, nor student organizations that are not open to a diverse membership. At the same time we understand all students, as they struggle to mature and to be educated, need support from those who understand their special needs. Our report focuses on the needs of those for whom that support is more limited, but we are concerned about the needs of all UIUC students. "Same only" groups for all students, but particularly for women and minority men, provide a place for fuller discussion and support that is lacking in a larger campus context. Such groups enable their members to participate more fully in the larger community and to make their cultures and interests known and available throughout the university, thus enriching the education of us all.⁸

8. DEANS, DIRECTORS AND DEPARTMENT HEADS MUST SUPPORT ONGOING PROGRAMS TO EDUCATE FACULTY, TEACHING ASSISTANTS AND DEPARTMENTAL STAFF ABOUT WAYS TO CREATE CLASSROOM AND WORKING ENVIRONMENTS THAT ALLOW ALL PEOPLE TO BE RESPECTED AND ENCOURAGED TO USE THEIR TALENTS.

It is not sufficient simply to mandate faculty, staff and students to be more inclusive. Even the most informed and committed individuals need help in understanding how to accomplish this. What, for example, is appropriate accommodation for a student who is legally blind? How does one's cultural background affect learning or work style and how can differences among individuals be addressed? Are there specific things we can do to encourage people from different backgrounds to treat one another with respect? How should a department head deal with students who display pictures of nude women on their computer screens?

The Office of Instructional Resources, under the direction of Marne Helgesen, is one of several University offices that provides education in this area. Helgesen regularly offers a program for teaching assistants and has also worked with faculty and staff in several departments to identify ways they can become more inclusive. The Black Faculty Caucus will work with search committees to identify candidates for vacant positions. The Office of Affirmative Action and Office of Student Affairs have sponsored workshops open to the entire UIUC community. The report of current campus activities in section III of this report provides other examples.

Departments should draw on these and other resources to address *intentionally* ways in which they can improve the environment for faculty, staff and students.

⁸ A recent study from the University of Michigan finds that self-segregation of minorities "is largely a myth. The study [which adjusted for racial proportions] found that minority students were more likely to eat with, study with, live with, and date members of other racial or ethnic groups than were white." [Chronicle of Higher Education, April 13, 1994, p. A31.]

9. THE UNIVERSITY SHOULD COLLABORATE WITH THE CHAMPAIGN-URBANA COMMUNITY, OTHER COLLEGES AND UNIVERSITIES, AND WITH THE STATE IN ITS STRIVING FOR GREATER INCLUSIVENESS.

The University cannot become more inclusive without collaboration. Retiring the Chief will require us to work with state legislators and alumni. Decreasing racial tension on the campus will necessitate addressing town/gown conflicts that are played out on various parts of the campus and elsewhere. Many of our students come from racially [and sometimes religiously] segregated communities and schools and either have never experienced working with people from different backgrounds. Some report quite negative experiences in working across racial or ethnic boundaries. The campus cannot change the world, but neither can it change in isolation.

Other constituencies also have much to offer—both ideas and potential resources—for making this campus more inclusive. Chancellor Aiken's involvement with the community is an important initiative. Numerous students, faculty and staff are involved in activities of the Champaign-Urbana community. We believe such efforts should be encouraged not only to help eliminate town/gown conflicts, but also because the university can learn from its community.

We also endorse greater connections with individuals and groups beyond this local community. This should include accepting Professor Troy Duster's [University of California, Berkeley] offer to return to this campus and help us continue to develop strategies for becoming more inclusiveness.⁹ We also recommend a campus response to The National Endowment for the Humanities' request for proposals on community dialogues. These are but two examples of ways in which the campus can begin to assert leadership in this important challenge to higher education.

10. THE OFFICE OF FACILITIES PLANNING AND MANAGEMENT MUST ADDRESS ISSUES OF INCLUSIVENESS BOTH IN THE GEOGRAPHY OF THE CAMPUS AND DESIGN OF CAMPUS BUILDINGS.

The use of space says a great deal about campus priorities and is critical to building a more inclusive campus. Despite the University's historic concern about access to the campus for individuals with disabilities, these individuals still find numerous places on campus that are inaccessible to them, including some classrooms otherwise well equipped for teaching purposes. Lighting, location of parking and computer sites and other factors also influence physical safety on campus. This, too, affects the way in which women in particular are included in the life of this community.

The values and priorities of the campus are also reflected in the location of different units on campus. Placing centers on the periphery or quickly demolishing small houses before special groups try to claim them are actions that suggest that inclusiveness is not a central concern of the University.

11. AS THE UNIVERSITY CAPITAL CAMPAIGN DEVELOPS, THE FOUNDATION SHOULD RECOGNIZE TARGETS OF OPPORTUNITY FOR ACQUIRING OUTSIDE FUNDING TO BUILD A MORE INCLUSIVE CAMPUS COMMUNITY.

During the course of this year, several workgroup members provided examples of successful fundraising for inclusiveness. In one instance, when potential donors were presented with a group of proposals, the only one funded was an annual award for an outstanding gay, lesbian or bi-sexual student.

⁹ Duster visited with members of this workgroup this spring and was extremely helpful in our thinking.

LAS has identified a donor to support a combination need/merit based scholarship for an outstanding African-American, Latino or Native American Indian student.

We encourage the Foundation to designate at least one staff member who will work with special groups, such as the cultural centers, to identify their needs for funding and ways these needs can be presented to potential donors. At the same time, the Foundation staff and other University officials should address the longer term issue of alumni relations and development with the women and alumni of color who have expressed their feelings of disenfranchisement.

V. Conclusion

We conclude our report by expressing our overriding concern that the campus develop a mechanism for ongoing assessment of the campus's progress toward building a community that respects individual difference, reflects our increasingly diverse society and is safe for vigorous intellectual exchange. We believe it will require such continuity of effort and commitment to build a genuinely inclusive university community.

We note also the critical importance of the two areas we have left for other committees: the classroom environment and recruitment and retention. A large body of evidence indicates that content of courses, methods of instruction, and opportunities for students to work together on problem solving are the most effective ways to get students of different talents and different backgrounds to understand and respect one another. With this evidence in hand we would suggest it might be effective to create analogous activities in which faculty and staff can engage. We also know that having a critical mass of faculty and staff from diverse racial and ethnic backgrounds is vital to creating an inclusive campus. That will only occur with continued attention to recruitment and retention.

One of the most important steps in achieving a more inclusive campus environment has already been taken: senior administrators have stated that inclusiveness is an important goal for the University. This work at the campus and University level must continue and administrators must create policy and establish a vision for the University that all its members can expect to work in an environment that values their talents and the unique contribution each individual brings to our educational efforts.

This committee does not recommend additional administrative appointments to accomplish these recommendations. We do believe that, with the exception of our first recommendation, the Chancellor, Provost, Vice-chancellors, Deans, Directors, Department Heads and the Faculty Senate have the authority to implement and oversee these recommendations. Those responsible for implementing the policies that are adopted should be given the necessary resources and encouragement to do so and should be held accountable for implementation. The broader responsibilities of the new Associate Chancellor and Director of Affirmative Action should provide valuable leadership in these efforts. We would also suggest that every three years this committee, or some other independent body, be charged to review the campus's progress toward achieving a more inclusive environment.