



IUPUI

LATINX FACULTY & STAFF TASK FORCE



EXECUTIVE REPORT



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Dear Chancellor:

We are pleased to present the Latinx Faculty & Staff Task Force Report, a comprehensive study commissioned by Karen Dace, the vice chancellor for diversity, equity, and inclusion, and Gina Sánchez Gibau, associate vice chancellor for faculty diversity and inclusion at Indiana University Purdue University Indianapolis (IUPUI).

The Latinx Task Force (LTF) consists of 13 dedicated faculty and staff members from 10 different units at IUPUI. This report is the culmination of the LTF's efforts to delve into the experiences, challenges, and opportunities faced by Latine staff and faculty at IUPUI. The findings and recommendations in this report aim to address and improve the well-being, sense of belonging, and success of the Latine community on our campus.

We invite you to explore the extensive research, data, and qualitative insights gathered using various methodologies. These included surveys, open-ended questions, statistical analyses, and in-person conversations via a series of engagement events. The report captures the direct experiences and needs of Latine faculty and staff and presents constructive feedback, suggestions, and recommendations provided by our community members to best address these needs and experiences.

We are grateful to the Latine faculty and staff who participated in the social events hosted by the LTF, where they shared their perspectives, enjoyed meaningful interactions, and provided valuable input that has shaped this report. Every voice and experience shared through our process of inquiry has contributed to a more comprehensive understanding of the challenges and opportunities present in our community.

As we present this report, we do so with the intention of initiating meaningful conversations, implementing actionable recommendations, and fostering a more inclusive and supportive environment for the Latine community at IUPUI, which ultimately supports the success of the entire campus community.

We hope you find this report illuminating and that it inspires dialogue, action, and positive change within our institution.

Sincerely,

Teresa Sosa, co-chair

Emilio G. Robles, co-chair

and the Latinx Task Force members

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Latinx Faculty and Staff Task Force

The Latinx Task Force (LTF) was comprised of 13 faculty and staff members from 10 different units at IUPUI who are dedicated to improving the experiences of the Latine community on campus. The LTF was convened in January 2023 by Karen Dace, the vice chancellor for diversity, equity and inclusion, and Gina Sánchez Gibau, associate vice chancellor for faculty diversity and inclusion. The task force was commissioned to study, report on and offer innovative recommendations for addressing the challenges and opportunities faced by Latine staff and faculty at IUPUI.

As part of its activities, the LTF hosted two social events in which 30 Latine faculty and staff participated. These events were designed to foster connections and interactions among the Latine members across different units and departments, to enjoy delicious food, and to share their experiences and perspectives as members of the Latine community at IUPUI. The LTF hosted its last event on November 09, 2023, where it shared the data and findings from its study. During this session, the task force solicited feedback and suggestions from the participants to authenticate the work. Feedback and recommendations are shared in this report.

PARTICIPANT RECOMMENDATIONS FOR LEADERS & ADMINISTRATORS

A INCREASE LATINE REPRESENTATION & LEADERSHIP

- Increase diversity and inclusion, ensuring that Latine faculty & staff are included in all aspects of university life.
- Intentionally recruit, hire, & retain more Latine staff & faculty
- *“More Latine representation in leadership” & decision-making roles— “sharing power.”*

B INCREASE LATINE VOICES, INCLUSION, & RECOGNITION

- Create an inclusive & welcoming campus where Latines’ opinions count, their concerns are heard & addressed, and their contributions are valued & recognized.
- Create supportive spaces to have hard conversations.
- Address microaggressions, tokenization, discrimination, & bias— **“ACTIONS.”** *“Not empty words” “WE WANT CHANGE.”*

C IMPROVE PAY EQUITY FOR LATINES

- Increase salaries & equitable compensation for Latines, considering effort, expertise, & skills —particularly Latinas: *“Better pay”* and *“bilingual skills.”*
- *“Pay them a livable wage that matches the up to current state of the economy.”*
- *“Be fair”* —provide fair treatment & recognize expertise & workload.

D PROVIDE SUPPORT & PROFESSIONAL DEVELOPMENT FOR LATINES

- To enhance belonging & success, increase resources & concrete supports: green card applications; support groups for faculty/staff of color, grant opportunities, and protected time —*particularly Latinas & staff*
- More support from leaders & administrators, shown through their responses to bias, inequity, & discrimination: *“address the issues.”*
- Enhance professional development & promotion for Latine faculty & staff: *“For staff, more opportunities for growth and development.”*

E CREATE OPPORTUNITIES FOR COLLABORATION, SOCIAL CONNECTIONS, & CULTURAL CELEBRATION

- To promote peer support, participants recommended fostering collaborations & “[creating] spaces for social connections” among Latine students, staff, & faculty.
- Organize events that combine education, food, & social/cultural activities, celebrating Latine cultural heritage & “[highlighting] the research & work of our Latinx faculty & staff.”
- Participants also recommended developing a Latine mentoring program: *“Mentorship by Latino faculty or staff to help new Latino employees”* & a “welcoming package” to help navigate and connect with other Latines on and off campus.

[Link to Nov 9, 2023 Data Sharing, Feedback Session, and Recommendations](#)

RECRUITMENT & HIRING RECOMMENDATIONS

- “Actively take a look at recruitment practices”
- Advertise positions in non-traditional venues
- Revise hiring and promotion practices to ensure that Latine faculty and staff are fairly considered.
- “Amend hiring practices to include statements about desiring marginalized representation.”
- Hire Latines who are familiar with the community (not just tokens)
- More Latine leaders- with commitment to change, extensive experience, and a broad worldview “More of us in key positions”
- “Be honest about the supports/challenges Latine have on campus.”
- Revise onboarding protocols
- Increase transparency in selection

I don't really have a sense of belonging at my unit as a Latine... a representation of less than 1% [in my unit]. Very disproportional compared to local demographics, and surprise, there is no Latine representation in leadership positions.

The onboarding process here has been abysmal and haphazard at best. In many ways it seemed as though I didn't really even "matter" to the university until I had the opportunity to enter in a tenure-track position... The campus or school has had VERY LITTLE to do with [my professional success] or facilitate this in any way... No strategy. No action plan. No clue

Better pay, more support. Paying them what they're worth. A salary that is up-to-date with the current state of the economy.

*My Dean denied that they were microaggressions... I feel that I'm not supported or seen... **There is a lot of talk and SO LITTLE action.** when you have the real discriminatory situations that keep happening and people keep dismissing them- that are NOT resolved, NOT reported, NOT addressed, treated as if they didn't happen, then I'm done...*

*Be more **proactive in supporting faculty with their legal process in getting the green card.** The sensibility of the OIA is relatively lacking. How much anxiety and humiliation someone on a VISA has to go through before coming, during each trip, each renewal, after, the fear of being fired and literally having to leave the country in 30 days.*

*Give opportunities to **rise up the ranks***

*Within the university **I don't think I have anyone [to turn to in times of need].***

*Opportunities to **highlight the research and work of our Latinx faculty and staff.** We should also have a record of the history and contributions of [Latines]. Monthly seminars with people from different countries, some Latine food, and good breaks for people to socialize.*

*Recommendations to Latines: Find your group, get support, don't expect leadership to support you... so take care of yourself... your support system... prioritize yourself. **Focus on your overall wellbeing,** have a life, enjoy your family, hobbies & activities outside this toxic system. We Latines, Latinas, Latinos, are loyal... Be loyal to yourself & your family. Your leaders are not watching out for you...*

RECOMMENDATIONS FOR RETENTION

- Improve salaries, pay equity & pay for bilingual skills—particularly for Latinas—underpaid & overworked
- Take action: Listen to and respond to Latines concerns around bias, discrimination, marginalization, & inequities. “address the issues”
- Improve response capacity among leaders, administrators, and supervisors across all levels by providing training:
 - Bias (including implicit bias) & cultural awareness
 - Legal implications for immigrant employees
 - Active listening and empathy
 - Supervisors' mandatory training on HR policies
 - Understanding and responding to microaggressions
- Provide concrete supports for Latines: healing spaces, support groups, incentives, grants—Latines often feel they are not well supported and do not have the resources they need to succeed at IUPUI
- Provide more proactive supports around immigration—Immigration issues are anxiety-inducing
- Create opportunities for growth, promotion, & professional development, with particular focus on Latinas & staff who often feel they are not being fairly considered for jobs and promotions
- Create a “welcoming community” & “respectful workplace” that recognizes “**the value of diversity and the extra load that people of color carry just for being.**”—Latine faculty & staff often feel they are not welcome at IUPUI—they are not heard, respected or valued, resulting in decreased sense of belonging, quiet quitting, intent to leave, and turnover.
- Increase recognition and make Latines feel valued, such as through events that highlight Latine staff and faculty research & contributions
 - Acknowledge Latines' strengths, including loyalty, work ethic, & compassion
- Develop a Latine mentoring program to foster support
- Foster social connections, community-building & inclusion: Create support systems, host events that celebrate Latine culture, and promote connections with at least one Latine person to enhance belonging.

DATA SHARING FEEDBACK SESSION AND RECOMMENDATIONS (Nov. 9, 2023)

PAY EQUITY, BILINGUALISM AND DIVERSITY

- Conduct an annual pay equity audit for Latine faculty and staff.
- Recognize bilingualism as a valuable skill deserving extra compensation.
- Provide wellness resources and stipends.
- Explore caregiver support, potentially offering discounts for sitter services or elderly care.
- Compare with other universities (e.g., Purdue) regarding pay, support, and opportunities.

PROFESSIONAL DEVELOPMENT AND GROWTH OPPORTUNITIES

- Offer mentorship and sponsorship opportunities.
- Improve onboarding processes for new staff and faculty.
- Note the positive correlation between diverse units and job satisfaction among Latine employees.
- More leadership opportunities and leadership development for Latine faculty and staff.

SUPPORT FOR MENTAL HEALTH AND WELL-BEING

- Connect Latine faculty and staff with mental health services.
- Consider providing free legal advice or resources, including immigration, family law, and employment law.
- Highlight the importance of recognizing and addressing microaggressions.

RETENTION AND LEADERSHIP DEVELOPMENT

- Enhance accountability and transparency in addressing concerns raised by task forces, while fostering trust among faculty and staff in the institution's leadership.
- Address the feeling of being underappreciated, particularly affecting Latinas.
- Emphasize the need for supervisors to actively support the growth of Latine professionals.
- Improve transparency in identifying allocated resources and budgets, along with communicating evaluation plans.

DIVERSITY AND INCLUSION

- Highlight the mass exodus of Latine faculty to other universities and explore ways to retain talent.
- Respond to the need and lack of representation in our surveys and data from Latinx "outsourced" staff in such areas as food services, maintenance, auxiliary support, grounds etc. who are equally part of this campus community.
- Work towards better assistance with immigration processes.

Findings

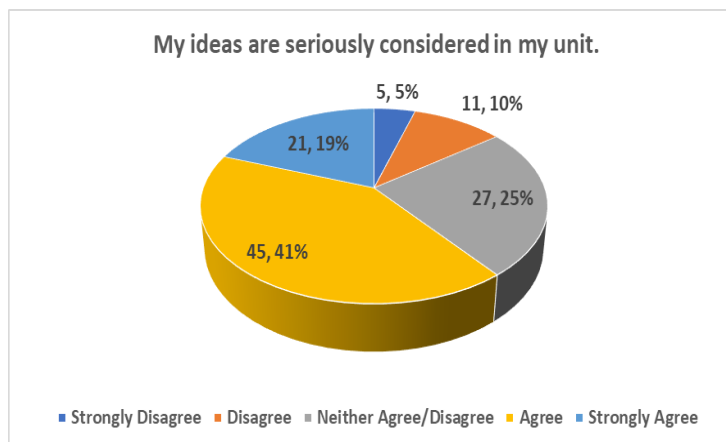
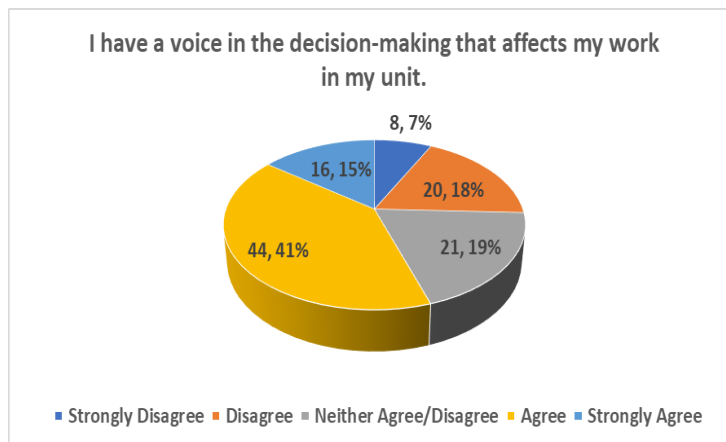
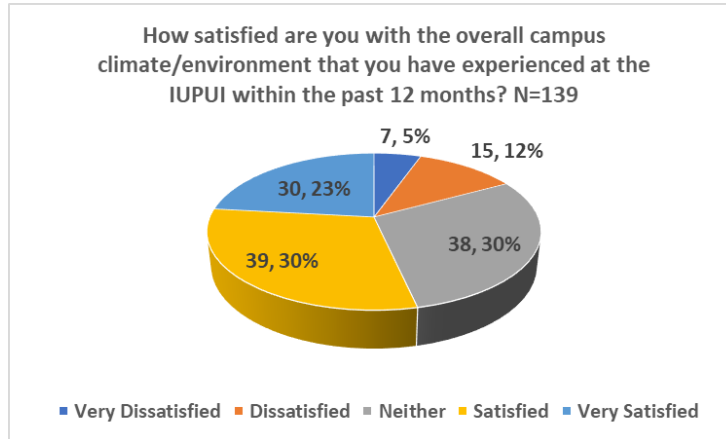
Table 1 includes the response number, means, standard deviations, range, and percent missing.

Table 1. Survey descriptives

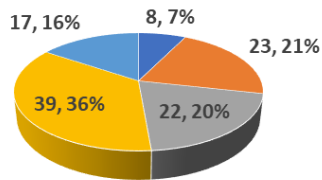
Question	Mean (SD)	Range	N 139	Missing
How satisfied are you with the overall campus climate/environment that you have experienced at the IUPUI within the past 12 months?	3.54 (1.13)	1-5	129	7.2%
My ideas are seriously considered in my unit	3.61 (1.05)	1-5	109	21.6%
I have a voice in the decision-making that affects my work in my unit	3.37 (1.16)	1-5	109	21.6%
The workload is fairly and equitably distributed in my unit.	3.31 (1.18)	1-5	109	21.6%
There are fair and equitable processes for determining compensation in my unit.	2.84 (1.21)	1-5	109	21.6%
Support is provided fairly and equitably in my unit.	3.36 (1.17)	1-5	109	21.6%
Although sometimes we strongly disagree, most of the time my colleagues and I work quite well together.	4.03 (.92)	1-5	109	21.6%
Some of my closest and most trusted friends are colleagues.	3.10 (1.22)	1-5	109	21.6%
I feel a sense of belonging in my primary unit.	3.50 (1.91)	1-5	109	21.6%
Select the ratings that best represent how you would rate IUPUI based on your direct experiences: -				
Hostile-Friendly	6.04 (1.03)	1-7	106	33, 24%
Racist:Non-racist	5.58 (1.13)	1-7	107	32, 23%
Homogenous:Diverse	5.36 (1.23)	1-7	107	32, 23%
Disrespectful:Respectful	5.82 (1.01)	1-7	108	31, 22%
Contentious:Collegial	5.87 (.97)	1-7	106	33, 24%
Sexist:Non-sexist	5.56 (1.16)	1-7	107	32, 23%
Individualistic:Collaborative	5.46 (1.17)	1-7	107	32, 23%
Competitive:Cooperative	5.50 (1.11)	1-7	107	32, 23%
Homophobic:Non-homophobic	5.92 (1.11)	1-7	106	33, 24%
Unsupportive:Supportive	5.67 (1.17)	1-7	107	32, 23%
Ageist:Non-ageist	5.50 (1.25)	1-7	105	34, 25%
Unwelcoming:Welcoming	5.82 (1.05)	1-7	108	31, 22%
Elitist:Non-elitist	5.00 (1.25)	1-7	105	34, 25%
	Yes=2	No=1		
In the last seven days, have you received recognition or praise for doing excellent work?	1.46 (.50)	Y/N	106	33, 24%
Does your supervisor, or someone at work, seem to care about you as a person?	1.83 (.38)	Y/N	106	33, 24%
Is there someone at work who encourages your development?	1.71 (.46)	Y/N	106	33, 24%
At work, do your opinions seem to count	1.62 (.49)	Y/N	106	33, 24%
Does the mission/purpose of your school/ unit make you feel your job is important?	1.77 (.43)	Y/N	105	34, 25%

Findings: Graphical Display

These nine items were measured on a five-point scale ranging from 1= Very dissatisfied/ Strongly Disagree to 5=Very Satisfied/Strongly Agree.

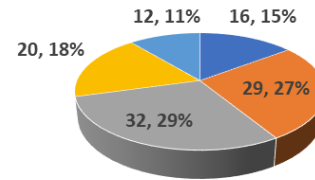


The workload is fairly and equitably distributed in my unit.



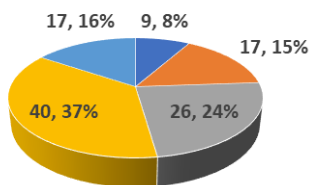
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

There are fair and equitable processes for determining compensation in my unit.



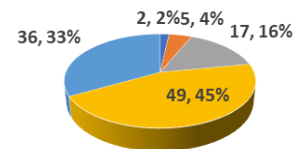
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

Support is provided fairly and equitably in my unit.



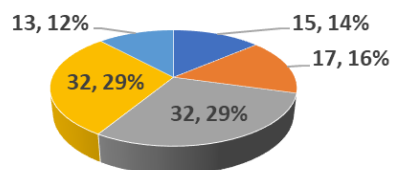
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

Although sometimes we strongly disagree, most of the time my colleagues and I work quite well together.



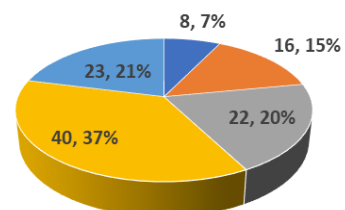
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

Some of my closest and most trusted friends are colleagues.



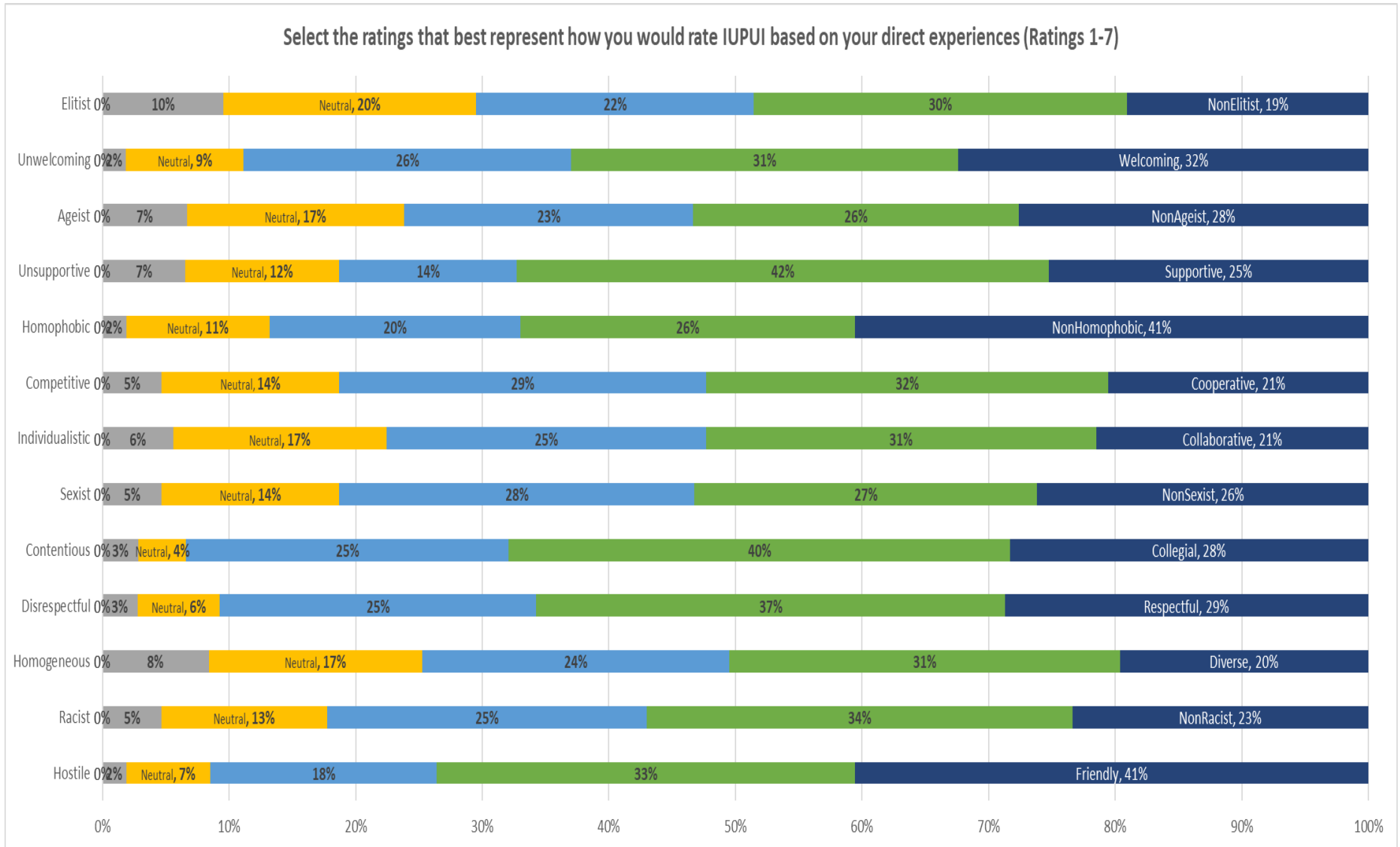
- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

I feel a sense of belonging in my primary unit.



- Strongly Disagree
- Disagree
- Neither Agree/Disagree
- Agree
- Strongly Agree

Summary of direct experiences ratings



Summary of key facilitators of job satisfaction

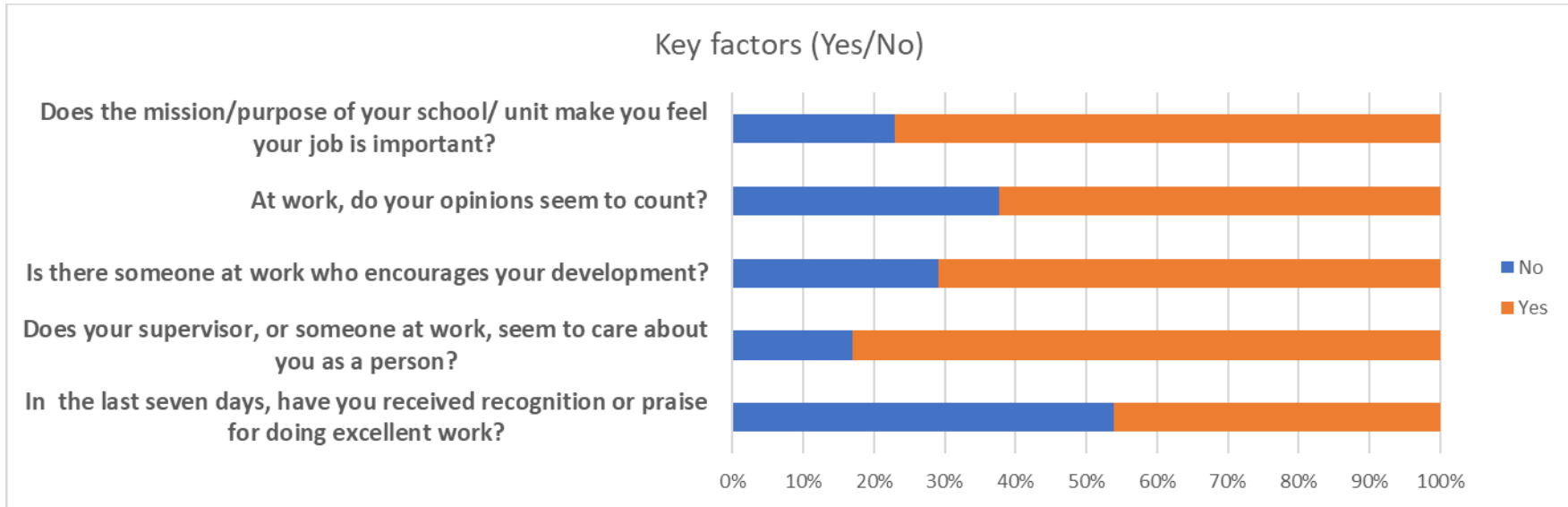


Table 2. Chi-square statistics and effect sizes

	Received recent recognition for excellent work	Supervisor/other at work cares about me	Someone at work encourages my development	My opinions seem to count	Mission/purpose of school/ unit makes me feel my job is important
Satisfaction with the overall campus climate/environment (past-year)				$\chi^2_{(4)}=7.58^{**}$ <i>Phi=.27</i>	$\chi^2_{(2)}=11.71^{**}$ <i>Phi=.34</i>
My ideas are seriously considered	$\chi^2_{(2)}=20.29^{***}$ <i>Phi=.44</i>	$\chi^2_{(2)}=20.09^{***}$ <i>Phi=.44</i>	$\chi^2_{(2)}=11.26^{**}$ <i>Phi=.33</i>	$\chi^2_{(2)}=31.38^{***}$ <i>Phi=.55</i>	$\chi^2_{(2)}=19.12^{***}$ <i>Phi=.43</i>
I have a voice in the decision-making that affects my work	$\chi^2_{(2)}=20.0^{***}$ <i>Phi=.44</i>	$\chi^2_{(2)}=22.92^{***}$ <i>Phi=.47</i>	$\chi^2_{(2)}=13.35^{**}$ <i>Phi=.36</i>	$\chi^2_{(2)}=56.03^{***}$ <i>Phi=.73</i>	$\chi^2_{(2)}=15.93^{**}$ <i>Phi=.39</i>
The workload is fairly and equitably distributed	$\chi^2_{(2)}=11.40^*$ <i>Phi=.33</i>	$\chi^2_{(2)}=6.7^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=6.9^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=25.28^{***}$ <i>Phi=.49</i>	$\chi^2_{(2)}=10.16^{**}$ <i>Phi=.31</i>
Fair and equitable processes for determining compensation		$\chi^2_{(2)}=7.45^*$ <i>Phi=.27</i>	$\chi^2_{(2)}=6.10^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=13.81^{**}$ <i>Phi=.36</i>	$\chi^2_{(2)}=6.4^*$ <i>Phi=.25</i>
Support is provided fairly and equitably	$\chi^2_{(2)}=16.40^{**}$ <i>Phi=.40</i>	$\chi^2_{(2)}=20.63^{***}$ <i>Phi=.44</i>	$\chi^2_{(2)}=21.93^{***}$ <i>Phi=.46</i>	$\chi^2_{(2)}=39.99^{***}$ <i>Phi=.62</i>	$\chi^2_{(2)}=16.20^{**}$ <i>Phi=.40</i>
Most of the time my colleagues and I work quite well together.	$\chi^2_{(2)}=10.27^{**}$ <i>Phi=.31</i>	$\chi^2_{(2)}=13.04^{***}$ <i>Phi=.35</i>	$\chi^2_{(2)}=12.02^{**}$ <i>Phi=.34</i>	$\chi^2_{(2)}=19.6^{***}$ <i>Phi=.43</i>	$\chi^2_{(2)}=11.39^{**}$ <i>Phi=.33</i>
Some of my closest & most trusted friends are colleagues		$\chi^2_{(2)}=9.69^{**}$ <i>Phi=.30</i>	$\chi^2_{(2)}=10.0^{**}$ <i>Phi=.31</i>		
I feel a sense of belonging in my primary unit.	$\chi^2_{(4)}=17.81^{***}$ <i>Phi=.42</i>	$\chi^2_{(4)}=24.35^{***}$ <i>Phi=.48</i>	$\chi^2_{(2)}=29.85^{***}$ <i>Phi=.53</i>	$\chi^2_{(2)}=24.33^{***}$ <i>Phi=.48</i>	$\chi^2_{(2)}=29.0^{***}$ <i>Phi=.53</i>
Hostile-Friendly			$\chi^2_{(2)}=7.21^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=6.97^{**}$ <i>Phi=.26</i>	$\chi^2_{(2)}=23.92^{***}$ <i>Phi=.48</i>
Racist:Non-racist		$\chi^2_{(2)}=11.02^{**}$ <i>Phi=.32</i>		$\chi^2_{(2)}=9.39^{**}$ <i>Phi=.30</i>	$\chi^2_{(2)}=19.91^{***}$ <i>Phi=.44</i>
Homogenous:Diverse		$\chi^2_{(2)}=11.91^{**}$ <i>Phi=.34</i>	$\chi^2_{(2)}=7.55^*$ <i>Phi=.27</i>		$\chi^2_{(2)}=8.79^*$ <i>Phi=.29</i>
Disrespectful:Respectful		$\chi^2_{(2)}=10.78^{**}$ <i>Phi=.32</i>	$\chi^2_{(2)}=9.07^*$ <i>Phi=.29</i>	$\chi^2_{(2)}=16.23^{***}$ <i>Phi=.39</i>	$\chi^2_{(2)}=33.22^{**}$ <i>Phi=.56</i>
Contentious:Collegial		$\chi^2_{(2)}=11.79^{**}$ <i>Phi=.34</i>		$\chi^2_{(2)}=11.06^{**}$ <i>Phi=.33</i>	$\chi^2_{(2)}=7.34^*$ <i>Phi=.26</i>
Sexist:Non-sexist		$\chi^2_{(2)}=7.43^*$ <i>Phi=.27</i>			
Individualistic:Collaborative		$\chi^2_{(2)}=11.4^{**}$ <i>Phi=.33</i>	$\chi^2_{(2)}=6.71^*$ <i>Phi=.25</i>	$\chi^2_{(2)}=9.74^{**}$ <i>Phi=.31</i>	$\chi^2_{(2)}=24.3^{**}$ <i>Phi=.48</i>
Competitive:Cooperative		$\chi^2_{(2)}=11.51^{**}$ <i>Phi=.33</i>	$\chi^2_{(2)}=7.15^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=11.47^{**}$ <i>Phi=.33</i>	
Homophobic:Non-homophobic		$\chi^2_{(4)}=14.67^{***}$ <i>Phi=.38</i>	$\chi^2_{(2)}=9.44^*$ <i>Phi=.30</i>		$\chi^2_{(2)}=7.35^*$ <i>Phi=.27</i>
Unsupportive:Supportive		$\chi^2_{(4)}=11.94^{**}$ <i>Phi=.34</i>	$\chi^2_{(2)}=6.01^*$ <i>Phi=.24</i>	$\chi^2_{(2)}=11.14^{**}$ <i>Phi=.33</i>	$\chi^2_{(4)}=19.93^{***}$ <i>Phi=.44</i>
Ageist:Non-ageist		$\chi^2_{(2)}=7.7^*$ <i>Phi=.27</i>	$\chi^2_{(2)}=9.41^{**}$ <i>Phi=.30</i>		$\chi^2_{(2)}=9.91^{**}$ <i>Phi=.31</i>
Unwelcoming:Welcoming		$\chi^2_{(2)}=15.87^{***}$ <i>Phi=.39</i>	$\chi^2_{(2)}=8.6^*$ <i>Phi=.28</i>	$\chi^2_{(2)}=7.17^{**}$ <i>Phi=.26</i>	$\chi^2_{(2)}=13.42^{**}$ <i>Phi=.36</i>
Elitist:Non-elitist		$\chi^2_{(2)}=7.1^*$ <i>Phi=.26</i>	$\chi^2_{(2)}=10.18^{**}$ <i>Phi=.31</i>	$\chi^2_{(2)}=17.47^{***}$ <i>Phi=.41</i>	$\chi^2_{(2)}=29.52^{**}$ <i>Phi=.54</i>

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$

Findings from statistical analyses

Chi-square tests were conducted (see Table 2) to assess the independence of participants' ratings of their experiences at IUPUI¹ and whether they received recent recognition, they feel their opinions seem to count, they have someone at work who cares about them as a person and/or encourages their development, and their school/unit mission makes them feel their job is important. Statistically significant associations indicate that participants' ratings of their experiences at IUPUI is not independent of their perception that their opinions count, their recent recognition, having someone at work who cares about them and encourages their development, and feeling that their job is important. The observed differences and strong effect sizes identified suggest that:

- **Feeling included really matters to Latines:** Participants' perceptions of whether their opinions seemed to count had stronger effect sizes. Similarly, participants who perceived that their ideas are considered seriously and that they have a voice in decision-making impacting their work also had medium to strong effect sizes.



- **Emotional and instrumental support, provided equitably, is important to Latines:** Medium to strong effect sizes corresponding to the variable support is provided fairly and equitably were observed in relationship with all the five facilitators examined. Mostly medium effect sizes were also observed, corresponding to someone caring and encouraging the participant's development.

- **Feeling a sense of belonging to their unit makes a difference for Latines,** which is observed in medium to strong effect sizes in relation to all five examined factors.
- **Sexist-non-sexist experience ratings** were independent of most factors; the only significant relationship with a weak effect size was with caring support from supervisor/other. This suggests that experiences of sexism at IUPUI among Latines occur regardless of the encouragement, and recognition of excellent work, regardless of how much the person's opinions seem to count, and regardless of their perceived job importance. About 80% of the participants who rated their experiences at IUPUI as (somewhat) sexist did not have recent recognition, 60% did not feel their supervisor/other cared about them as a person, 60% did not have someone encouraging their development, 80% felt that their opinions did not seem

¹ Items on a 5-point scale and 7-point scale were transformed to a 3-point scale with more negative ratings corresponding to lower scores and more positive ratings corresponding to higher scores (5-point scale: 1&2=1, neutral=2, 3&4=3; 7-point scale: 1-3=1, neutral=2, 5-7=3).

to count, yet 60% felt their job was important. In contrast, 47% of the participants who rated their experiences as non-sexist had recognition, 86% felt caring and 74% felt encouraged to develop professionally, 66% felt their opinions counted, and 80% felt their job was important.

- **Racist-non-racist:** 75% of those who rated their experiences as somewhat racist, reported they had no recent recognition and did not have someone who cared, 100% reported their opinions did not count, and 100% felt their job was not important. For those who rated experiences as non-racist 48% had recognition, 85% had someone who cared, 75% felt encouraged, 68% felt their opinions counted, and 84% felt their job was important.
- **Homogenous-Diverse:** 78% of participants who rated their experiences as somewhat homogenous did not receive recognition, 56% did not have someone caring, 67% did not have encouragement, 56% did not feel their opinions counted or that their job as important (versus 47%, 86%, 74%, 64%, 84% of those who rated their experiences as diverse and who did experience these facilitators).
- **Disrespectful-respectful:** 100% of the participants who rated their experiences as disrespectful reported they did not receive recognition, 67% did not have someone who cared, 33% did not have someone who supported them, 100% did not feel their opinions counted or that their job was important. In contrast, 49% of those who rated their experiences as respectful indicated they received recognition, 87% had someone who cared, 74% had encouragement, 68% felt their opinions counted, and 84% felt their job mattered. Respect is a key value in Latine culture, and it was consistently mentioned in the open-ended questions.
- **Unwelcoming-welcoming:** 100% of those who rated their experiences at IUPUI as somewhat unwelcoming reported that they did not have recent recognition, 100% did not feel caring or encouragement for their development, and 100% did not feel their job as important as related to their unit/school's mission. In contrast, 46% of those who rated their experiences as welcoming reported receiving recognition, 87% had caring and 74% had encouraging relationships at work, 66% felt their opinions counted, and 82% felt their job was important.
- **Hostile-friendly:** 100% of those rating their experiences as somewhat hostile did not have recent recognition, did not feel their opinions counted, and did not feel their job was important; 50% did not have someone who cared or encouraged them versus those who rated their experiences as friendly: 48% had recognition, 63% felt opinions counted, 83% felt their job was important; of those who rated; and 84% who experienced caring and 74% experienced encouragement.
- **Contentious-collegial:** 67% of the participants who rated their experiences as somewhat contentious indicated they did not have recognition, someone who cared and felt that their job was not important; 100% said their opinions did not count (whereas of those with collegial ratings, 49%, 87%, 74%, 67%, and 80% did experience these factors, respectively).

- **Individualistic-collaborative:** 67% of the participants who rated their experiences as somewhat individualistic indicated they did not have recognition, 33% did not have someone who cared or who encouraged their development; 83% said their opinions did not count, and 67% felt that their job was not important (whereas of those with collaborative ratings 52%, 89%, 76%, 70%, and 88% did experience these factors, respectively). Community and collaboration are central values in Latine culture.



- **Competitive-cooperative:** 75% of the participants who rated their experiences as somewhat competitive indicated they did not have recognition, 50% did not have someone who cared or encouraged their development; 75% said their opinions did not count, and 33% felt that their job was not important (whereas of those with cooperative ratings 49%, 89%, 87%, 70%, and 81% did experience these factors, respectively). Cooperation is a critical value for Latines, and most importantly for Latinas, who gravitate to taking care of those around them and can benefit from cooperative work with other Latinas as they care for one another.
- **Homophobic-non-homophobic:** 50% of those who rated experiences as somewhat homophobic said they did not have recognition, 100% did not have someone who cared or encouraged them, felt their opinions did not count and their job was not important (whereas of those with non-homophobic ratings 48%, 88%, 76%, 88%, and 80% did experience these factors, respectively).
- **Unsupportive-supportive:** 86% of those who rated experiences as somewhat unsupportive did not received recognition, 43% said they did not have someone who cared, 57% did not have encouragement; 71% felt their opinions did not count, 57% also said they felt their job was not important (whereas of those with supportive ratings 51%, 88%, 76%, 70%, and 86% did experience these factors, respectively).
- **Ageist-non-ageist:** 57% of those who rated experiences as somewhat ageist said they did not have recognition or someone who encouraged them; 71% also said they felt their opinion did not count, and 57% felt their job was not important (whereas of those with non-ageist ratings 49%, 88%, 80%, 69%, and 85% did experience these factors, respectively).
- **Elitist-non-elitist:** 67% of those who rated experiences as somewhat elitist said they did not receive recognition, 44% did not have someone who cared, 56% did not have

encouragement, 89% felt their opinion did not count, and 67% felt their job was not important (whereas of those with non-elitist ratings 53%, 89%, 81%, 75% and 92% did experience these factors, respectively). Some participants also addressed these experiences in their open-ended questions particularly regarding the faculty/staff divide and disrespectful faculty behaviors.

- **Independent sample tests** were also conducted to assess whether there were differences between participants who answered the open-ended questions and those who did not. The only significant difference found was regarding participants' sense of belonging in their primary unit. Participants who did not complete the open-ended questions were likely to have higher levels of belonging in their primary unit than those who did ($t_{(df=107)}=2.45, p=0.016$, Cohen's $d=1.17$; $M_{no}=3.74, SD=1.12$; $M_{yes}=3.19, SD=1.21$).



Qualitative Data Findings: Open-Ended Questions

Question 1. What has helped you succeed professionally at IUPUI as a Latine? (n=45)

- A sizable portion of the respondents (23%) stated that they **receive support from their peers/coworkers or colleagues** (of some type) that helps them succeed at IUPUI.
- Other respondents' (17%) answers were solely indicative of **SELF-MOTIVATED actions**, behaviors, or personal attributes that aided success at IUPUI.

Some of the most compelling narratives are below:

- **Support from colleagues/faculty** has been critical for my success. Since I came to IUPUI, I sought to build community at my school and at IUPUI. Because I do community-engaged research, having support from **community partners** was also important for my success.
- I have had support of my **program director** to experience and be in spaces that promote the wellbeing of people of color.
- I had, however, **an excellent mentor** who helped me navigate the campus culture. It took me longer than expected though and was rather painful at times.

What has made it difficult?

- Only (33%) of the total respondents DIRECTLY addressed any aspect of this question.
- Of the (33%) above, approximately (10%) mentioned difficulties related to **“unfair treatment,” “no power”** or **“not being heard”** as making things difficult.
- Of the (33%) above, approx. (40%) mentioned “lack of connection or support” with others (Latine or not) as making things difficult.

Sample narratives are included below:

- What has made it difficult is that my opinions and experience are the fastest to **be disregarded, ignored, and not acknowledged**. I have to remind people of how much I work for them constantly, exhaustively, to get a pat in the back instead of the **proper recognition in their scientific work** to which I contributed physical, but most importantly, intellectually.
- **IUPUI has done extraordinarily little to intentionally “target, benefit from, support, inform, invest in” my success. No strategy. No action plan. No clue.**
- It's made it difficult to succeed when you don't have any connection to work other than just work.

Question 2. Where did you find support as a Latine at IUPUI? (n=46)

- A sizable portion of the respondents (23%) stated that they receive support from their **peers/coworkers or colleagues**.
- The second most noted response (19%) was that respondents found support in other Latines, or colleagues who were also part of marginalized communities (including the LFSC).
- The third most given response (15%) was that they had not yet found support on campus.
- Only 8% of respondents indicated that they found support in their supervisors.
- 6% shared they did not seek support. No reasons or explanations were given here detailing WHY.

There were several offices or areas that were explicitly mentioned as place where people find support:

- Office of Diversity
- GME
- Multicultural Center (x2)
- CTSI



Annual Cultural Competency Conference 2019

Sample narratives are included below:

- **I guess I don't seek support.**
- *I feel supported, but not because of my ethnicity/cultural identity.*
- *I have found others who have had similar experiences to me, and that was supportive, but it was not impactful on my professional success.*
- **... I would say that there is still a great sense of isolation.** *It is challenging to discern whether that is as a result of "who I am" in terms of culture/identity" or "what I do" in terms of discipline/praxis.*
- **I have not participated in Latine issues.**
- *I actually did not feel there had been support until now.*
- *Tried getting involved with the council, but it was just a farce, people fighting for attention only to perpetuate stereotypes from the community.*
- *I did, but not from Latino Faculty or staff.*

What appears to be missing in responses was a lack of specificity addressing *Latine to Latine support networks*, or support networks with cultural competence or knowledge of *Latine-specific issues or concerns*, or whether that seems of *significance or importance to these individuals*. While some of those that identified support systems mentioned other Latine colleagues, others grouped “support-systems” without any qualifiers.

Considering workload, academia-related pressure, the extra burden related to diversity, equity and inclusion service, caregiving responsibilities, and immigration concerns, for some, it is not likely that Latines, particularly those who are the Latine or one of the few Latines in their unit will seek to connect to other Latines across campus. To improve social support, connection, and belonging, IUPUI needs to engage in intentional efforts to promote social connections and interdisciplinary collaborations among Latines.

Question 3. Who is one person/or two that you could turn to at work in times of need in the last six months (n=48)

Many participants identified multiple sources of social support. 33% of respondents said they can turn to their **supervisors** in times of need in the last 6 months. Participants also received support from a co-worker/s or colleague/s either in their unit or a different unit (27%), from leadership (8%), and administrators/HR (12%). Additional support sources included mentors, family, and the previous person in the position. “I have been contacting one of my supervisors and a person that previously worked in my position. But did feel greatly need of correct training for my new position.” About a third of the participants provided the names of the individuals who support them without identifying their relationship.

Participants highlighted their coworkers’ openness, extensive support, and information provided to navigate services, resources, and people at IUPUI, while others highlighted their supervisor’s/mentor’s receptiveness and support to grow. For example, a participant stated: “**Any of my colleagues, there is so much support, and I am so glad to work with them because of the support.**” Some participants mentioned the support they received from a white supervisor or mentor, and others mentioned receiving support from Latine or African American colleagues at IUPUI.



Barriers to support About 17% of the participants claimed they had no one to turn to at work in times of need, as these quotes show: “**I really don’t turn to anyone at work in times of need.**” “*Within the university, I don't think I have anyone; thankfully, I haven't had the need.*” Barriers to support include difficulties talking with leaders, unsupportive environment, and reluctance to reach out to minoritized colleagues because they are so taxed with all kinds of responsibilities.

Sample narratives are provided below:

- I have a **close coworker** that started around the same time. My colleagues are great, and we are open with one another. It is hard to talk to higher up as they are often busy and not in the office.
- **My supervisor**, who is white, has been incredibly supportive of my growth on campus. I would say she is the exception, not the rule to my experience on campus.

- I can usually turn to **my designated "mentor" in my unit**. This relationship has been made more official since last year, and I have always had a tremendous respect/admiration for this individual (non-Latine Caucasian female). However, (like all of us), **they are so taxed with responsibilities of all types that I am very conscious of when I reach out to them in regard to anything**. There are also three individuals outside my unit (all African Americans) whom I have close bonds with that I can easily turn to in a time of crisis or challenge.

The difference between Question 2 (8% support from supervisors) and Question 3 (33% turn to supervisors in times of need) is likely due to participants reporting perceived social support, mostly associated with emotional and instrumental support, which is reflected in Question 2, versus informational support, reflected in Question 3.

Question 4. What enhances your sense of belonging at IUPUI/your school as a Latine? What makes it more difficult? (n=44)

Participants explained that their sense of **belonging increases when they feel supported and connected** (34%), when they are **respected and their work is valued** (20%), and through the **work that they do** (20%). Examples of support and connection include intentionally creating a supportive community of women of color and an inclusive environment, getting along with coworkers,



“What makes it difficult is the ignorance shown to students, staff, and faculty who come from different backgrounds, viewpoints, and upbringings. These ignorant moments are experienced in micro-aggressions, in office gossip, and biases at the hands of leadership.”

“What makes it difficult is the obvious treatment as being the ‘other.’”

speaking Spanish, working on LFT or with Latines, proximity, collaborating to support other Latine students, faculty, staff, and communities, and meetings and support office. Showing respect and a genuine interest in the individual and their work, as well as recognizing their contributions, nurtures belonging: **“being respected, being heard, having my work recognized, and my character taken into consideration enhances my sense of belonging.”** In addition, the growing need for Latine professionals in our communities promotes belonging.

For some participants, belonging increased by working with students, particularly from underrepresented backgrounds, the nature of the work itself, and a motivation to support students and Latines through more inclusive resources increased belonging:

Sample quotes include:

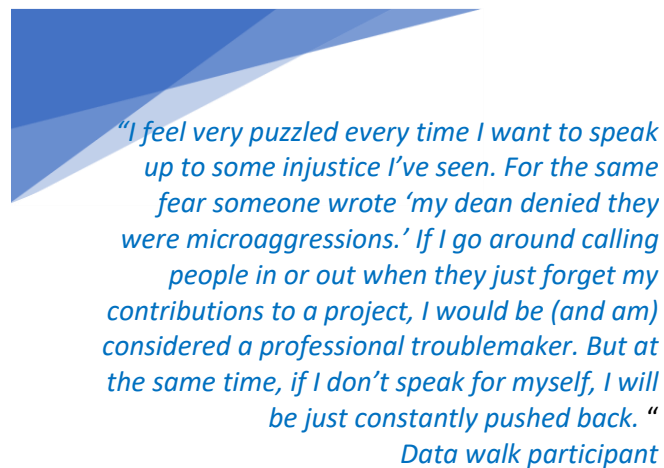
- **The nature of my work is very satisfying.** I get to know people on and outside campus while researching and evaluating programs. Although, at a conscious level, I know I'm a Latina, I primarily see myself as a professional doing my work, which I find relevant not only to me but to the university.
- **My sense of belonging longs from me wanting to help and provide for my community.**



- **People who actually are knowledgeable of the Latine diaspora and current events.**
- I know the work I do is influenced by my standpoint/ lens as a Latina, and to me is a source of belonging.

What makes it more difficult?

Lack of representation and diversity was one of the most common themes (30%), particularly the lack of representation of Latines in leadership positions. (see figure below):

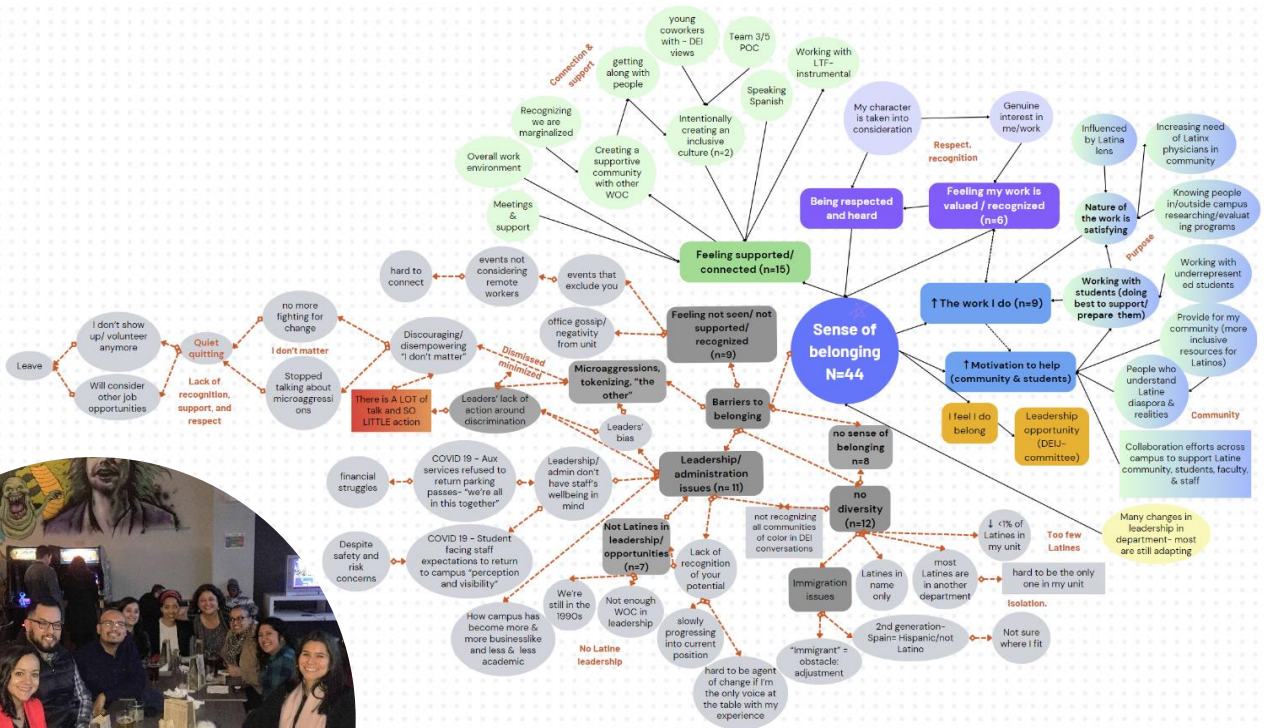


- **I don't really have a sense of belonging at my unit as a Latine.** Out of roughly # fac/ staff in my unit, <5 (included myself) is Latine...**a representation of less than 1%.** Very disproportional compared to local demographics, and surprise, **there is no Latine representation in leadership positions.**
- **My sense of belonging is diminished when I look at promotions and positions of power and see that we're still in the 1990s.**

Respondents also noted lack of support as a factor impacting their sense of belonging (26%), some specifically noted the **lack of support from leadership.** Several respondents (18%) also noted being tokenized, experiencing **microaggressions**, and having their concerns dismissed makes it difficult for them to feel like they belong. Indeed, the lack of response or support from unit/ campus leaders when Latine faculty or staff experience microaggressions or tokenizing can be discouraging and disempowering. Similarly, leadership bias and inadequate responses to Latine needs negatively impact their belonging, as these quotes illustrate:

- **The microaggressions started at my school, and...my Dean had to intervene for my marketing person to stop trying to tokenize me, but my Dean denied that they were microaggressions-** which already discouraged me from telling her anything else about them...I have too little time and energy to fight something that **feels so disempowering** and supported by leadership and administration- **I feel that I'm not supported or seen- I feel that it is a waste of my time to try to fight for change. There is a lot of talk and SO LITTLE action. when you have the real discriminatory situations that keep happening and people keep dismissing them- that are NOT resolved, NOT reported, NOT addressed, treated as if they didn't happen, then I'm done...**I'll get the job done and that's that- I don't feel the same sense of belonging anymore...because I don't matter... If an opportunity presents itself **now, I will consider seriously to leave.** Before, I couldn't even think of that...
- When we have **DEI conversations but do not recognize all communities of color beyond black and white.**
- "It makes it difficult when you are **not recognized with your potential.**"

- They don't figure out in the overall landscape: leadership, acknowledgment, distinctive.



- The lack of leaders action around discrimination, particularly microaggressions, harms a person's sense of belonging, discourages them from reporting further

microaggressions, and leads them to **quiet quitting** and stop fighting for change; they consider other job opportunities and leave. Many participants (20%) acknowledged not feeling a sense of belonging: **“nothing, I do not feel that I belong.”**

Participants also stated that **leaders “don’t have the wellbeing of staff in mind.”** Two examples related to COVID-19 were provided: not returning parking pass payments despite financial struggles and requiring student-facing staff to **return to “campus for ‘perception and visibility’, despite the realities of safety risks and concerns with COVID.”** Creating a sense of belonging can be challenging for remote workers. **“It is somewhat hard to connect because I am a remote worker, and a lot of the meetings and gatherings are not applicable for remote people, so it is not taking that into account.”**

Some participants identified **immigration issues** as barriers to belonging:

- Being a Latina is a tag that I get for being in a predominantly white society; **being an immigrant, however, is what has defined me in the last years and what I see as the main obstacle in my career.** My point is being a first-generation Latina is different from being a second-generation Latino. To the first group, you must add the barriers of acculturation, which define your first years in the U.S. and how you adapt.
- My father was [an] immigrant from Spain. I identify as Hispanic but not actually Latino and so I don't know where I fit.

Question 5: When do you feel valued, recognized, and connected as a Latine? When do you not? Can you give examples of these times? (n=51)

We received 51 responses. Nine said mostly or only by students or patients, 4 noted the never felt valued, and 6 **felt valued when with other Latine individuals or in 'safe spaces'** (not defined). The remainder noted they were valued with given tangible rewards such as bonuses or raises, when they felt heard and responded to (and not valued when the opposite happened), when they were chosen because of their value, not because they were the token Latinx, and when people showed interest in their culture.

- **When I am acknowledged for my work - awarded, given bonuses or raises, etc. for my excellent work.**
- **I feel valued when I feel heard, and there are active steps being taken about my concerns.** My colleagues have supported me in various ways, such as buying food my mom sells and wanting to learn about my family and culture. I do not really feel not seen or appreciated due to being Latina, but I don't have that community in this building.
- **I feel valued when my voice/ideas are requested/considered for the benefit of the general population,** and I don't feel valued when only asked to provide feedback as a member of the Latine community.



Those who responded they felt valued by students/patients or other Latine often clarified that they did not feel valued in White spaces, by administration, by IUPUI, when they are the only ones in the room/when they are the minority voice.

- **When students state how helpful I have been, [not valued] I get ignored by my administration.**
- **Almost never feel valued. Patients give me that value** when we can connect in their language and help them improve their lives. Staff don't usually care [not valued].
- **I feel valued when there are welcoming spaces. I don't feel recognized when I am singled out.**
- I feel valued, recognized, and **connected when I am with those who have a similar background as mine,** ethnically or socio-economic status. I do not feel valued when I am the minority voice where those around me or in the room do not identify with previously stated identities.
- I only feel this as a Latine when I am with others from my community. Often times, I have to go off campus to get that support and recognition.

Question 6: Tell me/us about a time recently when you experienced discrimination/marginalization at IUPUI (n=39)

About two thirds of the respondents indicated that they had experienced discrimination, microaggressions, and/or marginalization at IUPUI (69%). Some indicated that, as the only Latine in the department, they were not taken seriously when they tried to address these incidents. About



30% indicated that they did not experience any sort of discrimination at IUPUI, with one indicating that they did so at another IU campus before transferring to the IUPUI campus. Some respondents who experienced discrimination did not want to disclose examples of the experienced discrimination and microaggressions for fear of being found out or they said that it was **“too painful to mention.”** Other participants stated that they had multiple marginalizing experiences **“all the time.”** **“So many, where do I start?”** **“Regularly when I speak with our EAD in [unit] [Employment Authorization Document-immigration related].”**

To **honor participants’ experiences**, we included all their narratives, only removing potentially identifying information. Narratives are grouped by similar themes. Latines often experienced marginalization in **subtle ways** that communicated **disrespect, a lack of support or recognition, and feeling ignored.**

- **Very subtle signs. Some kind of disrespect** that may be rooted in how **my accent** and sometimes broken English is perceived. Not always, not in all circles, but it's happened.
- My residency program has **attendees that look down on us.** Mostly the POC. There was an education session that they were meant to attend, but it got scheduled when they were not in the office, and no one cared to look. These are the same people **who talk down to some of the residents because "they don't understand their accent."** They've made **residents cry; they're causing mental health issues that weren't there before. No one seems to care.**
- Hearing **someone question whether Latine students should be students if they cannot write well due to ESL.** Hearing people say, "I don't understand what they are saying" due to an accent. They don't even try to connect. When people say, **"I didn't know you were Latine; I thought you were black, that must be interesting."**
- Although this did not happen recently --- but during my first year on campus --- versions of this incident still resonate/replay today. The gist of the situation was that I was using a copier in an office in our building. An individual (colleague not in our department) saw me operating the machine. I was doing my thing and not having issues. They came over and said, "Hello. Can I help you?" With that smile and that intonation, As an individual who has traditionally worked [surrounded by colleagues] CAUCASIAN and FEMALE, **I am very familiar with what that means as a "brown man."** It means, **"Who are you? You must not belong here, so what are you doing here?"** I cannot tell you how many times I have become familiar with THAT question and THAT exchange. In prior "workspaces" I have gotten it so much, that it barely fazes me anymore. But I know what it

is ALL ABOUT. And I still get versions of it on campus from time to time. The face behind it might be different. The timbre of the voice might be different. But the meaning of it WILL NEVER change.

- Today, when a student used **foul language** to address me during an appointment because he wouldn't get his way.
- **Lack of support staff help or recognition** of being overworked. Treated disrespectfully and rudely.
- discrimination/marginalization at IUPUI happens often **in the way faculty threatens staff** members.
- The **faculty being racist and making fun of others**. I can only imagine what they say about me when I'm not in the room.
- I have had my name mispronounced and when I corrected them, **they laughed at me**.
- Moments where I felt marginalized sometimes occur in team meetings often in the form of passive aggressiveness and **dismissal of ideas** that may be different.
- I was at a meeting where two white senior admin women **left me out of a table conversation** through their physical positions and by one saying to the other that they were in senior roles.
- Discrimination/marginalization at the IUPUI campus, for me, **has been covert and disguised under "professionalism" from comments on my attire**, being asked to translate or interpret for free across campus, **not being valued outside of my "diversity" lens**, as in asked to be an expert on "diversity" issues but in no other context.
- Early on in a different unit, I often felt like I didn't belong and like my way of thinking, and seeing the world was very different than others, and was **not appreciated by others**. I have since moved, and that does not happen to me anymore.
- When I bring up suggestions to change how things have been done previously, I don't know if I would necessarily call that being discriminated/marginalized. **I just often don't feel like my opinions or voice is heard**. Places want to hire diverse staff just for the numbers but don't care to actually make changes that benefit the diverse staff/students.

Other participant experiences were related to pay gaps, being treated differently by leadership, receiving fewer supports, not being considered for promotion opportunities, leadership being inadequate or lacking in response to microaggressions and discrimination, and a lack of transparency.

- **Different treatment from leadership**

- The discrimination I face is more of a **power struggle**. I do realize there is a **pay gap between positions though**. a couple of experiences involving the marketing [person] and the website [person] at my school, where **my needs and experiences were dismissed by my dean...** she denied that my experiences were microaggressions. [I lost my trust in her]. So, another quick example of microaggression: **colleagues ...assuming that I'm staff because I'm a woman of color**. Now an example of discrimination... [my unit's doctoral program assigns] graduate research assistants - **I was only assigned a student on my third year...** based on several excuses (basically based on need, more support for new faculty [didn't have a student when new], etc.). **A White male colleague who started at the same time than me has had a student assigned every semester since we started**. I had to pay for my students using grant money. He didn't. I was told that I was going to be assigned as a student this year. I wasn't. With the excuse that we have a lot of faculty and they also need help. Yep- a couple of faculty who were assigned a student didn't even know what to do with them- they didn't have tasks for them- **This male faculty is also making ...more money than me** ...how is that possible? I don't know- I have much more... funding than he does- He's



not in an administrative role either. I just shake my head. He has less experience and fewer qualifications but he [has smaller classes], less service and more recognition... **It's disappointing.**

- [Working for a specific unit]. At that time, I was very unhappy because: **Every time there was a meeting, and I had an opinion I was ignored. I was a whole year without an office,** I finally shared an office with a senior faculty that was coming to the school once a week, and I was told that I could not put any decorations or change anything in the office. **I applied for a different position in the same department, and I did not get the job. When I requested some feedback about why I was not hired I was told that they could not tell me why, that I had to speak with the school lawyer.**
- [immigrant Latine] When a professional as me left a Research fellowship, I asked If I could have that position to improve my skills as a physician and not keep working as a Research Coordinator and **they said the position was not going to be filled. Later I found out it was given to another MD.**
- **Being passed over when nominated for a significant award, with a selection of awardee considerably less advanced in contributions and career.**
- A white, blond, American summer student arrived in the lab for a 2 month-rotation and immediately **managed to turn pretty much the students against me** in a miscommunication that happened between my advisor (the actual mentor of that student) and her. Placed in



between all of them as someone who should've taken charge (when I wasn't told by my advisor to do in a clear way). The end result was that everyone involved ended up happy with each other, but me as the villain. **In any circumstance of conflict, somehow, I am disproportionately targeted and pay the consequences.**

Question 7. What do you want to happen to make change(s) to eliminate experiences such as yours (n=35)?

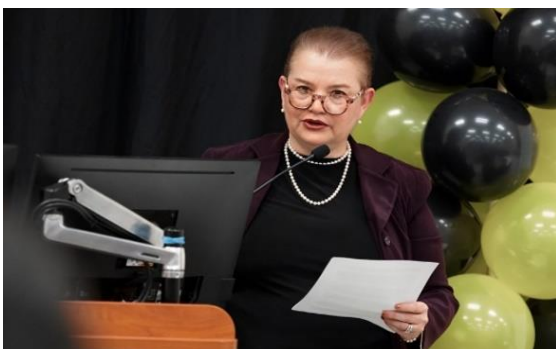
Several themes emerged related to what is necessary for change to happen (see figure below). The most common theme corresponded to **Take Action and Accountability for People in All Positions** (63%). Participants called for leaders and administrators to take action, beyond words, as illustrated in the following quote:

“A MIRACLE!!! I don't know how else things can change-- If people don't want to change NOTHING that you do will make them change... you can also CHANGE the people who are in gatekeeping and leadership positions so that you get [leaders] who are ACTUALLY committed to change. The culture of academia is toxic and spirit breaking when there is no intentionality in leadership and true commitment to change- ACTIONS - words mean nothing if they are not followed by actions. How many schools have DEI as their priority? How many are actually DOING something about it? I haven't seen any changes in this area in my school... WE WANT CHANGE, but leadership seems to be ok with how things are...”

Participants called for leaders, administrators, and supervisors to **“address the issues,”** and **“be fair,”** by increasing awareness and responses to microaggressions and discrimination. This may require new leaders and administrators who genuinely want change who are willing to take action, increasing Latine leadership with actual power (sharing power), and creating a welcoming community that recognizes **“the value of diversity and the extra load that people of color carry just for being.”**

Many recommendations corresponded to **recruiting, hiring, and retaining more Latine faculty and staff.** Participants suggested **hiring Latine leaders** who have extensive experience and a broad worldview and revising onboarding protocols. **To retain Latine faculty and staff, participants recommended:**

- Providing more proactive supports by improving salaries,
- Paying for bilingual skills.
- Recognizing them for their contributions.
- Connecting them with other people with similar interests.
- Increasing social connections to create a sense of belonging and ownership and listening and responding to concerns to empower minoritized employees.



Data walk participants highlighted the importance of improving pay that recognizes and values the many additional ways in which Latinas are expected to contribute “As a physician preparing to apply for a faculty position, I would not personally feel comfortable advocating for myself for higher salary for my bilingual abilities despite how often it’s needed for my patients.” Data walk participant

“I agree with improving salaries, pay equity, and pay for bilingual skills... I have tried when hired on they told me they offered me all they could. I have reached out to my supervisor and have been told I can work 5 hours over time when using my abilities but I do not think that is enough.” Data walk participant

“we are pulled in to assist as fellow co-workers panic by not being able to communicate with the individual(s). I could say no but I will always help my people when I can. I just want to be valued for my skillset and not taken advantage of.” Data walk participant

This is illustrated in the following quote:

“Mentorship by Latino faculty or staff to help new Latino employees navigate the campus culture and support their knowledge transference when they come from a different country.”

1. Social connections are important to create this sense of ownership and belonging. **Create the spaces for social connections seems appropriate.** 2. **Mentorship by Latino faculty or staff to help new Latino employees** navigate the campus culture and support their knowledge transference when they come from a different country.

Participants also suggested creating an **accountability process** or protocol for all supervisors, **including transparency and written rubrics for decision-making around candidate selection/awards.** A couple of participants added the need for faculty to understand staff and resident needs.

Participants recommended the following necessary **training for leaders, administrators, and supervisors across levels:**

- **Bias and implicit bias training & cultural awareness.**
- **Legal implications for immigrant employees.**
- **Empathy and active listening skills.**
- **Supervisors’ mandatory training on HR policies.**
- **Understanding and responding to microaggressions.**

Participants suggested for supervisors and leaders to check their bias and make space to receive criticism, because **“their behavior impacts us negatively, sometimes makes us hate ourselves.”** A



participant acknowledged a power imbalance related to bias **“it would require people to look at their own biases, privileges, especially the unconscious ones. We don't have enough job stability to start giving suggestions to the bosses.”** Immigration issues were mentioned by some participants, who recommended **more proactive efforts and supports (e.g., legal process) for getting the green card,** as a participant explained: **“Be more proactive in supporting faculty with their legal**

Question 8. What recommendations do you have to improve Latine staff and faculty's experience at IUPUI (n=24)?

Most of the recommendations were directed at **leaders, administrators, and supervisors**, particularly regarding intentional efforts to recruit, hire, and retain Latine staff and faculty: **“Make a conscientious effort to outreach, recruit, and retain MORE Latine staff and faculty.”**

Recommendations for recruitment included actively assessing recruitment practices and advertising positions in non-traditional venues, as the following quote describes:

- Place employment opportunities in places other than the norm. Be honest about the supports/challenges Latine have on campus. Amend hiring practices to include statements about desiring marginalized representation. Actively take a look at recruitment practices.

Hiring recommendations consisted in amending hiring practices to include statements about **marginalized representation, transparency about the supports and challenges Latines have on campus**, hiring Latines who are familiar with the community (not just tokens): **“The university needs to hire people who are actually knowledgeable of the community and get away from just hiring token Latines.”**

Retention strategies included improving salaries, listening to and responding to concerns, giving Latines **“opportunities to rise up the ranks,”** mentoring, and recognizing their contributions. This is illustrated in the following quote:

- Pay them a livable wage that matches up to the current state of the economy. Give opportunity to rise up the ranks. pass the mic, and actually praise the work they do for the university in a fashion that doesn't come off as a public relations stunt.
- Taking their concerns seriously, pay for their bilingual skills if used regularly, being mindful of the work being placed on individuals who work with the Latine community.

To **increase recognition**, some participants recommended creating opportunities, such as monthly seminars with a social component, to highlight the research and work of our Latinx faculty and staff:

“Opportunities to highlight the research and work of our Latinx faculty and staff. We should also have a **record of the history** and contributions of Latine faculty, staff, and students. We can have our **own library section/display** which we can use to talk to families and students about our achievements on our campus. For example, we can describe the work of Dr. Jose Rosario with the **El Puente Project** and show pictures of the students who went through the program and where they are today. Many work and thrive on our campus. We can highlight our **Latine Deans** past and present. We can talk about **LSA and the Dreamers** group.





We can also discuss the **Latinx Community University Research Coalition**. We can talk about the various **scholarships** we have developed (Opportunity to Dream, DAF, Project Stepping Stone, the Indiana Latino Institute scholarship).”

Likewise, many participants recommended **creating opportunities for social gatherings** and community building, such as a strong network that truly supports each other and monthly seminars with food and breaks to socialize: **“I would like to see subgroups with shared interests of various types where one can feel a community building.”** In addition, a participant mentioned that we are **far from substantial changes** and that we need to have **hard conversations** and awareness while another one stated that **their unit is truly diverse** and that they are not sure that ethnicity/culture identity plays a significant role.

Recommendations for **Latine staff and faculty** included:

Find your group, get support, don't expect leadership to support you- they're worried about their own things, you don't matter to them, so take care of yourself, take care of your support system. Do not get invested because you're

not seen as an important person, so you need to prioritize yourself. **Focus on your overall wellbeing, have a life, enjoy your family, hobbies, and activities outside this toxic system.** You are replaceable, so focus on your wellbeing. We Latines, Latinas, Latinos, are loyal. When we



commit, we work hard, nos ponemos la camiseta, but it's not worth it. Be loyal to yourself and your family. Your leaders are not watching out for you, so if you have better opportunities somewhere else take them."

**Ponerse la camiseta means to be a team player, to endure and give it all for your team.*

Question 9. How can IUPUI do better for Latines? What recommendations do you have for IUPUI? (n=34)

1. **Diversity, Inclusion, and Representation:** Many sentences address the need for more diversity and inclusion, particularly for students and employees of color. This theme is related to hiring more staff and faculty, creating open spaces, and addressing issues of diversity and inclusion. Several sentences discuss the importance of representation, not only in terms of hiring and staff but also in leadership positions. This theme emphasizes the need for Latinx representation in various roles and decision-making processes.
2. **Professional Development:** **The text highlights the importance of providing professional development opportunities for staff and faculty.** This theme emphasizes the need for growth and support in professional roles.
3. **Equity and Compensation:** Several sentences mention equitable compensation and equal pay for Hispanic/Latinx employees. This theme underscores the desire for fair treatment and recognition of expertise.
4. **Community and Cultural Celebration:** Some sentences suggest the importance of celebrating Latinx culture through courses and events. This theme emphasizes the need to acknowledge and celebrate the cultural heritage of the Latinx community.
5. **Voice and Recognition:** The text emphasizes the importance of making individuals feel heard and valued and that their opinions count. This theme is about giving voice and recognition to the Latinx community's concerns and contributions.
6. **Collaboration and Interaction:** The idea of fostering interactions, collaborations, and creating spaces for sharing experiences among Latinx students, researchers, and professors is another theme. It highlights the importance of networking and interaction within the community.



Sample quotes are provided below:

- **Administration can be more intentional in responding to the needs suggested in this survey.**
- **Leaders that can see us and make room for us.**
- **Leadership representation.**
- We need **more individuals in "power positions"** of all types. Why don't we have **liaisons** with DEI foci between campus and the greater Indy community?
- Attain **equal pay** for Hispanic/Latinos compared to other underrepresented minorities and to non-URM employees. Demand much **better representation at the middle and prominent levels of leadership/management.**
- **Equitable compensation.** See us less as merely representing a group but **acknowledge our expertise and knowledge.**
- **Hire more, pay better,** hire full-time staff members with the sole responsibility to **support our employees of color** such as in corporate (employee resource groups). When you only have

faculty/staff supporting these efforts as part of their work, then efforts can't be fully resourced as they can happen only when their full-time work is complete.

- Make it more known we're here. Hire or **promote more Latino staff**.
- **Make people feel included and valued.** When issues are brought to the front to **take action and not just ignore the issues.** Don't only apply certain policies when it's beneficial to you.
- By **making us feel heard and that your opinion counts.**
- **Latin support office.**
- IUPUI should continue to identify **opportunities for professional development of both staff and faculty through national Latine serving organizations.**
- **Open spaces for us, that are recognizable and seen.** Open observerships and rotation **program for Foreign medical graduates from Latin America,** this would increase the number of MD who eventually are matched to come to IU for Residency and Latin MD and staff in our State.
- Much easier to do better than to eliminate hurdles. **I think making space for us to share our experiences among ourselves in a casual way is the best way to go.** Interactions and connections happen at random, so all we must do is to **keep having spaces where they interact.** I do envision an event with 4 20 minutes talk where we invite students, researchers, professors to present their work in the shape they want to - playing some music or art, a power point seminar, dance, poetry, a reading piece, etc. This will foster interactions and collaborations and awe for how much we are capable and how much we do for IU Indianapolis as a whole. It will make us know and remember each other, talk about it with colleagues, and maybe even make them come and watch.
- **Offer courses and events that specifically that specifically celebrates the culture and people of Latino heritage.**

Question 10: What is the most important thing you would like administrators to know that would help improve your sense of belonging at your school/unit and campus as a Latine? (n=34)



- **Make Latines feeling Included (15%):** Ensure that you actively promote an inclusive environment where all Latines are valued and respected. **“Treat folks with respect and dignity.”**
- **Act, Not Just Empty Words (13%):** Emphasize the importance of concrete support for faculty and staff of color, including mental health services, support groups, healing spaces, and mentoring programs. Show appreciation through meaningful actions, not just superficial gestures. Lack of responsiveness/empathy to diversity needs. The need for culturally responsive mentorship **“When harm is done, it needs to be acknowledged, and there should be steps to try and repair that harm.”**

Support Involvement and Promotion (12%): **“Provide opportunities for me to maintain my involvement in extracurricular activities, clubs, and organizations.”** Support promotion and protected time; **“need more support for advancement and promotion.”**

- **Create Spaces for Dialogue (11%):** Establish platforms where staff and students can express their perceptions, difficulties, and ideas to improve inclusivity and address challenges faced by the Latine community.
- **Support and Solve Challenges with VISA Process (10%):** Acknowledge the difficulties and emotional toll of the VISA process, and offer support, reassurance, and assistance to alleviate anxiety. SUPPORT with Immigration documentation. Lack of support or communication causes anxiety, uncertainty, and emotional stress.
- **Recruit and Hire More Latines (10%):** Actively recruit and hire more Latine individuals to ensure a diverse faculty and staff community that reflects the student body.
- **Recognize Hard Work and Loyalty (5%):** Understand that Latinx individuals are hardworking, loyal, and compassionate, and value their contributions to the university. Lack of Acknowledgment: **“that we are hardworking, extremely loyal, and compassionate.”** Some Latines feel invisible & isolated.

Some narrative examples are included below:

- **They know it, but they don't do anything about it-** Starting with the Chancellor, XXXXX, all leadership, my dean, my school administrators, even dear colleagues **who I thought could understand the struggle of women of color...I feel let down... stop microaggressions, support faculty of color- especially women of color, create mentoring programs, provide concrete supports to faculty and staff of color (mental health supports, support groups, spaces for healing, incentives- what would make me feel appreciated? ACTIONS, not empty words, and fake smiles) I'm barely surviving, yet there is SO MUCH pressure, so MANY expectations of me, of ANY Latina, ANY woman faculty and staff of color that at a point you have to stop trying...-I'm so disappointed and let down by so many people.**
- **Diversity and Inclusion statements are viewed as performative without follow up of action.**



- Actually, **investigate the staff we have complaints about**. Expand roles for Latino providers. Make sure all forms are translated into Spanish.
- Administrators need to know that not everyone that they choose as leaders cares about diversity, understands, diversity, and values it some **more monitoring of this**, because those are the individuals that set the tone in the different schools.
- **On campus, hire/ promote faculty, and staff to highly prominent and influential positions**. But hire/ promote those that are **critical and truly interested in improving climate, belonging, and well-being for all Latines** as well as all students, staff, and faculty.
- Recruit and hire more Latines. **It would be nice to not be the token**, lone, Latine within my school unit. I can count on one hand how many we have.
- That **visa is hell**. We suffer so much in this process. It's humiliating, full of anxiety, uncertainty. They must be patient, reassure us, help us out the most they can.
- **Pay me more for all that I do**.
- **I feel isolated**. Perhaps I could seek out support, but **my work depends on productivity, and I feel under pressure to produce**.



Question 11. What do you believe would be most helpful for incoming Latine staff/faculty to know (e.g., resources, information, support) to improve their experience? (n=44)

Of the 44 participants who answered this question, about 18% identified multiple pathways or understandings of support. As far as concrete infrastructures, the following were named as locations (whether physical or 'digital') of support for Latine individuals and groups: LGBTQ plus center, Facebook groups and forums, and the Latino Faculty & Staff Council. Support also encompassed the feeling of **"welcoming"** as an embodied experience that could lead to being able to **"thrive."**

Some examples are provided below:

- **Support:** the LGBTQ plus center had (not sure if it still exists) an "out" list of faculty and staff on campus who are "out" on campus so that students could reach out to them. **Could we have a nonpublic opt-in list of Latine staff/faculty that new folks could reach out to build community?** Or perhaps something similar to a Facebook group/forum style where folks could reach out to try to make connections with others? I could see having new Latine staff being interested in something like this if they don't have a community here yet.
- **Support and resources**
- About the **Latinx staff and faculty council**. About **colleagues from all schools** and units who identify as Latine. About **Latine faculty and staff in positions of power** that can welcome them, support them, and help them thrive.
- Make sure to ask your chair what they have in place for supporting DEIJ, because if it's just **meetings, it ain't enough.**

About 23% of participants of the 44 who answered this question identified that resources would be most helpful for Latine staff and faculty to improve their experience. Resources were operationalized in some of the following ways: regular meetings, grant opportunities, social and educational activities, a database of resourceful faculty, and a Latine network of available individuals to welcome incoming staff and faculty. One participant mentioned training, however, it was not clear what that training entailed.

- **What resources are for us here, our Latino Network within and get to know them?**
- Learn of the existence, **see regular meetings happening** with clear purpose, agenda, and minutes, follow specified deliverables that can be compared over time using metrics.

- **Specific resources such as grant opportunities and** have a better mentoring program where senior Latine faculty could mentor junior Latine faculty.
- **Social and educational activities.**



About 11% of participants of the 44 who answered this question identified **“information”** as something helpful to improve Latine faculty and staff experiences. Information was

described as a **“welcoming package”** of socially and culturally related events and locations that Latine staff and faculty could acquaint themselves with to learn more about the Latine community in Indianapolis. This “package” included both getting to know the community and receiving information about opportunities. Information was also described as **“the same information given to all new staff,”** which is a more general introductory ‘package’ not necessarily specific to Latine groups or individuals. Interestingly, however, “information” was also related to the process of gathering information before taking on a position at IU Indianapolis.

- **The same information given to all new staff.**
- *Information. It will be nice to have a **welcoming package** with information about Latine stores, restaurants, cultural events, etc.*

Related to support, resources, and information, but emerging as its own ‘theme’ was **“community and connection.”** About 16% of the 44 participants who answered this question spoke about community, connection, or both in relation to ways to improve the experiences of incoming Latine faculty and staff. When “community” was used in participants’ answers, it sometimes referred to the Latine community at IU or on the LFSC. When used in reference to the IU community or the LFSC it was to describe the importance of connection to Latine groups by taking action to join or connect. Along these lines, “intentional integration” into the Latine community meant hosting and attending community breakfasts, raising awareness of Latines’ contributions, and creating affinity groups (related to the Latine community either as a part of the IU system/campus or outside of it).

- **Intentional integration into community, raised awareness of our contributions, our work often goes overlooked or unnoticed, our issues are often ignored or seen as "not as important" as other marginalized communities on campus.**
- **Recognizing our contributions and community would help recruit and retain staff.**
- **IUI is not as diverse amongst faculty and staff but the ones who are here are profoundly helpful, resourceful, and kind individuals.**
- **You will have to find/create your own community.**
- **Connect with the Latine community Info on the LFSC, how to connect with other Latine staff there's a large community of Latine at IU, we're spread, but we exist, and we would love to connect. It's easy to get overwhelmed and the city is so spread, so sometimes we feel like it's too**

much to go to events. Don't let that stop you. Give us a chance to show you how amazing our community is and we're happy to welcome you here!

About 11% of the 44 participants who answered this question mentioned that mentoring (or facets of it) would be helpful for incoming Latine faculty and staff to improve their experiences. Mentoring was discussed as a partnership between a more senior Latine faculty or staff member with an incoming or junior Latine faculty or staff member. Participants alluded to the complexity of the overall higher education system at IU and recommended a more systemic mentoring program for Latine faculty and staff to be developed.

- Or perhaps, ***new Latine could be partnered with a “mentor/buddy” Latine staff member for the first 6 months to meet 2-3 times for coffee to build social connection and answer questions? Just some ideas!***
- ***Seek mentoring immediately and staff need to seek community immediately, and we may need to make both available and accessible.***

Among the 44 participants who answered this question, about 9% were skeptical about IUI's ability to improve the experiences for incoming Latine faculty and staff. This question revealed that some participants not only would not recommend Latine individuals come to IUI, but that, if they did, they would need to ***“work harder and longer than most people around ... to get the same level of respect.”*** Accordingly, others stated, ***“Trust no one until you have been at IUPUI for a while”*** and ***“you are on your own – until by ‘accident’ or by ‘fortune’”*** in relation to the potential support incoming Latines should expect.

About 11% of the 44 participants who answered this question responded with uncertainty or with a “not applicable” response.

- ***Think about it 100 times before you come- even if your school seems ok, even if the DEI leaders are involved-- in the end, you feel alone, isolated, unsupported, stressed and you give it all, and don't get much in return...you have more responsibilities if you do research but not a better salary- your school caps even how much indirects you receive... you don't get extra income, and you still have to teach and engage in service.***



Question 12: What would enhance the retention of Latine faculty and staff? (n=30)

1. Community and Inclusion (23%):

The IUPUI community can be exclusive and unwelcoming to new people. Creating support systems, hosting events, and connecting with at least one Latine person can help make them feel included.

- **Creating support systems and making sure that whoever is their supervisor or leader sees value in retention.**
- **I would make them feel included by hosting events for Latine staff and introducing them to Latine staff.**

2. Equitable Pay and Resources (23%):

Latine faculty and staff are often paid less than they are worth, especially since most of them are women. Paying them fairly, providing resources that align with their demographic, and opening opportunities to them can help address this issue.

- **Better pay, more support.**
- **Paying them what they're worth. A salary that is up to date with the current state of the economy.**

3. Leadership and Representation (19%):

Having more Latine people in key positions such as division chiefs, department heads, presidents, and vice presidents can help increase representation and diversity. Better and more supportive leaders who recognize and consider their contributions can also help.



- **Better and more supportive leaders who ACTUALLY have your back.**
- **More of us in key positions.**

4. Growth and Development Opportunities (12%):

Providing opportunities for growth and development, such as mentorship programs, can help Latine staff reach their full potential.

- **For staff, more opportunities for growth and development.**

5. Respectful and Inclusive Workplace (10%):

A more respectful workplace with better and more supportive leaders who listen to and address discrimination, marginalization, tokenization, and microaggressions can help create a more inclusive environment.

- **"A more respectful workplace."**



Question 13: If you could change one thing at IUPUI/your school to improve Latine staff and faculty wellbeing, sense of belonging and success, what would you change? (n=31)

Theme	Percentage
More representation and inclusion	32%
Mentorship and support	24%
Workload and compensation	16%
Sense of belonging	12%
Hiring and promotion practices	8%

Summary of the findings:

- The most common theme was the **need for more representation and inclusion of Latine faculty and staff at IU Indianapolis**. This included having more Latine people in leadership positions and ensuring that Latine faculty and staff are included in all aspects of university life.
- **The second most common theme was the need for mentorship and support**. Latine faculty and staff often feel like they are not well supported by the university and that they do not have the resources they need to succeed.
- The third most common theme was **workload and compensation**. Latine faculty and staff often feel like they are overworked and underpaid.
- The fourth most common theme was the **need for a sense of belonging**. Latine faculty and staff often feel like they are not welcome at IUPUI, and that they do not have a place where they can feel comfortable and respected.
- The fifth most common theme was the need for **better hiring and promotion practices**. Latine faculty and staff often feel like they are not being fairly considered for jobs and promotions.



These findings suggest that IU Indianapolis can do many things to improve the well-being, sense of belonging, and success of Latine faculty and staff. These include:

- ***Hiring more Latine faculty and staff.***
- ***Providing mentorship and support to Latine faculty and staff.***
- ***Reducing the workload of Latine faculty and staff.***
- ***Creating a more inclusive environment for Latine faculty and staff.***
- ***Revising hiring and promotion practices to ensure that Latine faculty and staff are fairly considered.***

Question 14: Knowing what you know now about IUPUI, if you had it to do all over again, would you have taken your current position knowing what you know now? Why? (n=35)

Most participants said yes (66%), with half of the remainder saying no and the other half saying maybe.

Yes, responses related to being part of a good team, having a good supervisor, or the ability to do the work they liked.

Yes. I know I am working with a great team on our campus. I am also able to work across campus and enjoy the wide range of work and opportunities offered.

Yes, because I believe my current position and current supervisor allow me to create change. I just wish there were more of folks like myself, so it isn't only on my shoulders to carry along this initiative (which is how it often feels).

Yes, because I am accustomed to navigating white spaces and my current role is very supportive.



However, yes, responses also related to just accepting the status quo.

Yes, the situation is and was no better elsewhere and continues to be that way.

Yes, the climate is the same across the United States, across most industries.

Respondents who indicated they would not come to IUPUI reflected mostly discontent or overall displeasure.

No, the entire process for growth and advancement is unrealistic. The supervisors do not value input and many are resistant to change.

No, I wouldn't have. I would have gone to one of the other universities that offered me a position. Because it seemed the right place. I didn't have high expectations, but leadership seemed to be so on board with DEI efforts, and all of that, I started to believe that change was possible, but then when the time of action came, NOTHING- I was actually shut down--- so I'd rather be at a place that tells me we don't want to work on DEI than in a fake space that makes me waste time and effort working to create change and then seeing how it's just fake- only words- no real intention- it's like betrayal.

No. I didn't think I'd become the scapegoat, and I wouldn't go somewhere that labels you.

Respondents who were not sure struggled with answering.

I'm not sure. I like my job and its low stress, but the pay sucks, and I'm stuck renting despite working here for close to 10 years.

I STILL STRUGGLE WITH THIS. That is challenging to answer. Particularly because as I refer to in another answer it is hard to filter out how much of the struggle/challenge etc. is based on WHO I AM vs. WHAT I DO.

Question 15: As a Latine, how comfortable do you feel to be yourself at your school/ unit? How does this influence your success, wellbeing, and feeling of belonging? (n=35)

Most respondents chose 'yes' (48%) followed by 'no' (28%) and 'very comfortable' (24%). Yes responses, however, were nuanced.

- **Very comfortable. It influences my success positively.**
- Somewhat comfortable, **I am comfortable with my colleagues but not leadership.**
- I am very comfortable being myself and I am fully aware I am sometimes used as a "representative" of the Latine faculty community.
- I feel comfortable being "myself" --- though I am aware that the value system I operate by (which I would say can be influenced by Latine identity values --- family, group/connection, etc.) **I sense to be at great odds with the "overall culture" of this institution and how it views, prioritizes, supports and rewards "success". It does get taxing at times. And just makes me feel "DO I BELONG HERE?". When I ABSOLUTELY KNOW I BELONG AND AM NEEDED HERE. (But at some point, will that feeling "be enough"?)**

Most did not respond to the second part of the question, those who did responded mostly no, comfort often did not accompany belonging.

- At this stage, **I feel comfortable because I don't care as much** but I think it makes me feel less belonging, because I am different than others, than everyone else.
- I feel comfortable but I would like to feel at home.
- **Pretty comfortable, although I don't necessarily feel that I belong.**
- **I do not feel comfortable being myself at work, I am ogled and secretly judged by my peers.**
- **I don't bring my whole self anymore-** I don't show up anymore. I don't feel the same level of belonging at all. I'm not doing well. **I don't feel fine. I am stressed because there isn't the right infrastructure to support the research of scholars of color and community-engaged research specially-** I feel isolated, pulled in every direction, overwhelmed, and shut down whenever I voice concerns.

Question 16. How do your school's faculty and staff see/acknowledge your identities? (n=34)

Over one-third of the respondents (35%) perceived that their school's faculty and staff DID NOT see/acknowledge their identities. **Responses on this spectrum varied in such ways as:**

- No.
- None.
- Irrelevant.
- They do not.
- *Nothing much done really. Etc.*

Only 20% responded in a manner that appears to perceive any associations that could be interpreted as undoubtedly positive/respectful, or affirming of Latine "identities."

Responses on this spectrum varied in such ways as:

- *Good.*
- ***By respecting my background, being curious when I mention cultural differences, etc.***

By a respondent rate of about 20%, the idea of TOKENISM was also referred to significantly enough to take notice. Whether *explicitly stated in responses or inferred*, this idea appeared across both + and - spectrums of "identity seeing or acknowledgement." **Responses on this spectrum varied in such ways as:**

- ***They see that I'm a Latina yes, they do, because as THE Latina here I get to be their token and they will try to get me to do shows talking about topics that are not even my area of scholarship!!!***
- *I think they do it in a nice way when they have to.*
- ***I am often "tokenized" in leadership or decision-making experiences, where I may have been asked to be at the table but since it is only me, I am often outvoted.***

Though challenging to translate into percentages, it should be noted that there was also an identifiable pattern of *anonymity or ambivalence (sometimes desired/ sometimes not)* that was evident in responses related to this question. **This is reflected in such responses as:**

- ***I'm just a very nice professor who tries to be there as little as possible.***
- *They at least know our names.*
- *I don't expect them to, as long as everybody is treated the same.*

Some of the most compelling/striking narratives related to this question (OVERALL) included the following:

- I perceive **they don't**. It's kinda twisted. Perhaps the culture over here has been so engrained to be "colorblind" that it doesn't wanna praise/acknowledge differences and what they bring to the table?
- **I suspect my Latine identity isn't known/apparent (other than as a count on a diversity chart). I will proactively introduce the topic.**
- **I tell my colleagues how I identify and am not afraid to bring my whole self into meetings (my faith, my culture, my traditions, and my history).**
- **I feel like they don't. But I guess I'm not hoping they will.**

**Question 17. How well represented do you feel in your school's/unit's images and messaging?
(n=31)**

Half of the respondents felt that **they were not well represented in their school's/unit's images and messaging** (see figure below). Too few Latines, lack of support from leaders, and lack of recognition were mentioned as the main reasons. According to participants, **gatekeepers contributed to the lack of recognition in images and messaging, despite earning recognition awards from students**, as this participant explained: **"Nearing zero recognition. After [multiple years receiving an award from students], you get the sense that people talk behind your back.** Some respondents stated that it is hard to feel represented **when you are the only Latine in the unit** or when there are no growth opportunities: **"Ok, it is within the people that you see very limited representation, especially when it comes to MD opportunities to grow from my level higher up."**

About 22% of respondents stated that they felt OK or well represented, and one participant said that they felt overrepresented given the number of Latines in their unit. While some participants stated that they felt well represented, they clarified:

"Greatly represented but the memory that will live on for me in my mind is not the brochure or website featuring all these "diverse" faces based on skin color. What will stick by me in regard to certain moments/people are how I was spoken to, dismissed, and treated as less than."

The response from a clerical staff reflected hope and pride in young Latines' representation and leadership at IUPUI, and some participants recognize that the:

- **As clerical staff, I provide support behind the scenes. I'm pleased to my undergraduate son taking a leadership role on campus.my son is taking a leadership role.**
- **Specifically, as a Latine, not sure that I feel represented, but I do this my unit tries to be inclusive and generally does a good job."**

Member Profiles



Dr. Teresa Sosa

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Dr. Teresa Sosa is an Associate Professor in the School of Education and Director of Equity Education in the Office of Academic Affairs at IUPUI. In her director role, she leads the strategic development, administration, and evaluation of comprehensive, equity education opportunities for faculty of all ranks in all 17 schools on the IUPUI campus. Her research interests include broadening understandings of how literacy education can be leveraged to disrupt educational injustices in urban high schools and professional development and advancement of underrepresented faculty in higher education.



Emilio G. Robles

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Emilio G. Robles is an Assistant Professor and Teaching Artist in Applied Theatre with the Department of Communication Studies at the school of Liberal Arts. A veteran artist educator of over 30 years, Emilio's charge is to re-envision, reinvigorate and realign the theatre program towards Applied Theatre practice, which utilizes the gifts of theatre in addressing issues of diversity, inclusion and social justice to bring theatre performance and application to interdisciplinary praxis and nontraditionally or underserved audiences and spaces



**Dr. Susana Mariscal
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Dr. Susana Mariscal (Susy) is an associate professor at Indiana University School of Social Work. She is a **community-engaged scholar** with an active research agenda centered on the prevention of child maltreatment and promotion of resilience among children and families, particularly among Latines. Dr. Mariscal is the director of Strengthening Indiana Families, a primary child maltreatment prevention project that is implementing family resource centers (funded by the U.S. Children's Bureau). Dr. Mariscal and Dr. Chiara Sabina (Rutgers University) will be conducting a national survey of Latina victimization in 2024, funded by the U.S. National Institute of Justice.



**Silvia Bigatti
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Silvia Bigatti holds a Ph.D. from the Joint Program in Clinical Psychology between University of California San Diego and San Diego State University. Originally from Argentina, she has been at IUPUI since 2000, first in the Department of Psychology, School of Sciences and now in the IU Fairbanks School of Public Health at IUPUI. Dr. Bigatti's most recent work focuses on health disparities and social determinants of health.



Rafael
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Rafael Bahamonde is the Founding Dean of the School of Health and Human Sciences and Professor of Kinesiology. Bahamonde's research interests are in sports and clinical biomechanics which include, gait analysis, injury prevention, and sports equipment testing. He has served as chair of the Department of Kinesiology, and Associate Dean and Interim Dean of the School of Physical Education and Tourism Management. He served for 10 years as the sport biomechanist for the United States Tennis Association Sport Science Committee. He is also the Co-PI and Director of the NIH-funded IUPUI Graduate Preparation for the Biomedical and Behavioral Sciences.



Dr. Cristina Santamaría
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Dr. Cristina Santamaría Graff (she/her/ella) is an Associate Professor of Special Education in Urban Teacher Education at the Indiana University School of Education-Indianapolis at IUPUI. She has been nationally recognized for her expertise using family-centered approaches, such as Family as Faculty (FAF). FAF focuses on ways community-engaged partnerships with families of children with disabilities in teacher preparation programs can transform inequitable practices impacting disabled youth at the intersections of race, language, and other identity markers of difference. Currently, Dr. Santamaría Graff is one of the Editors for the journal *Multiple Voices: Disability, Race, and Language Intersections in Special Education*.



Karina Garduño
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Karina Garduño joined the IUPUI Multicultural Center in June 2015. During that time, she has held the positions of Assistant Director for Multicultural Programming, Senior Associate Director and in 2022 was named the Director of the Multicultural Center. In the Fall of 2017 Karina also took on the role of DACA point person for the IUPUI Campus. As the DACA point person Karina serve as the primary point of contact for DACA students and Undocumented students.



Dr. Monica Medina
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Dr. Monica Medina serves as a Clinical Associate Professor in the department of Urban Teacher Education



Roxana Fuentes
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Roxana Fuentes is the Continuing Education Coordinator for the Indiana University School of Dentistry. Her role is to provide dental professionals in the region with quality continuing education courses. This is Roxana's 25th year as part of the IUPUI Community. She has been representative to the IUPUI Staff Council and currently serves as the Latine Faculty and Staff Council Secretary.



Jose Rivera Espada
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Jose Rivera Espada is Director of the Office of Student Financial Services with the IU School of Medicine (IUSM). Has been in this position for 34 years serving medical students since 1989. Voted Outstanding Staff by the medical students for 29 years of those 34 years at the IUSM. Some of the accomplishments include creating the Evening of the Arts in 1992 and providing first year medical students with summer opportunities at state-wide hospitals through the Hospital Medical Education Program. My passion is educating students and groups on financial literacy and other personal finance topics.



Monica Reiff
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Monica Reiff is a Contracts & Grants Specialist with the IU School of Social Work where she oversees and administers grant preparations and submissions, as well as post-award management. She also serves as the Treasurer for the IUPUI Latino Faculty & Staff Council.



Dr. Ana
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Dr. Ana Gossweiler is an Associate Research Professor and the Medical Dental Director of the Oral Health Research Institute (OHRI) at Indiana University School of Dentistry (IUSD). She has an Odontologist Degree from the Universidad Central de Venezuela, a DDS and MDS degree in Periodontology from IUSD and a Board Certification from the AAP. She is also the director and creator of the basic dental Spanish elective course at IUSD, the chair of the Latine/x Faculty Staff Council, a member of the Latine/x Staff & Faculty Task Force, and a member of the Indianapolis Chancellor Search Committee.



Alyssa Luna
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Alyssa Luna is the Senior Assistant Director of Recruitment & Counseling in the Office of Undergraduate Admissions. In her role, she recruits and provides admissions counseling to prospective undergraduate students. She also supervises the traveling admissions counselors within the Office of Undergraduate Admissions.



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Lizeth Quinones is the Assistant Director of Digital Media in the School of Liberal Arts.



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Special Thanks



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