The Impact of Dr. Martin Luther King, Jr. Day Celebrations at Indiana University Bloomington

Sukyoung Suzie Chung, Sivling Heng, Lindsay E. Luzania, aLicia Denise Miles, Kyung Hwan Brian Min, and Miriam A. Montes

This historical inductive qualitative environmental assessment analyzed the impact of the Dr. Martin Luther King, Jr. Day celebrations at Indiana University Bloomington from 1997 to 2014, focusing on the experiences of students of color. Through the lens of Multicultural Educational Activism, 238 articles were evaluated. Article quotations were extracted to capture the evolution of the celebration. The findings demonstrated a need for the continuation of the celebrations and ongoing work to improve the campus climate for students of color.

Introduction

College institutions have a storied history with activism, often serving as the origin of social and educational movements. Activism is expressed through “violent or peaceful, noisy or quiet actions taken by groups of people […] in attempts to alter society according to the desires of those taking action” (Jordan, 2002, p. 8). Indiana University Bloomington (IUB) is not an exception to various activism efforts on campus. According to Sleeter (1996), multicultural educational activism (MEA) is “grounded in a vision of equality” (p. 10). Banks (1993) concurred with Sleeter’s definition and further specified that MEA was designed to “restructure educational institutions so that all students […] will acquire the knowledge, skills, and attitudes needed to function effectively in a culturally and ethnically diverse nation and world” (p. 23). Through this lens, the researchers proposed that the Dr. Martin Luther King, Jr. Day (MLK Day) celebration events held at IUB are included as an activism component therein.

By conducting a document analysis on the IUB MLK Day celebrations, the researchers aspired to answer several inquiries about the celebrations between the timeframe of the celebration’s origin, 1997, to present day, 2014:

1. How has the IUB’s MLK Day celebrations evolved throughout the years?
2. How have attitudes among students of racial and ethnic minority backgrounds at IUB been portrayed in the Indiana Daily Student (IDS), the university-affiliated student newspaper, and in the Bloomington Herald Times, the local community newspaper, towards the perceptions and relevancy of the MLK Day celebrations as a form of MEA?
3. As a result of the MLK Day celebrations, what changes and/or initiatives, as aligned with the tenets of MEA, have been created to improve the experience for racial and ethnic minority students at IUB?

As a university created event, the system-wide MLK Day celebration signifies a constructed model with which the researchers examined its implications for students of color. Strange and Banning (2001) described constructed models as the “subjective views and experiences of participant observers […] understood best through the collective perceptions of the individuals within them” (p. 86). Within constructed models, there is a concern with the “features of the environment as perceived by those who live in the particular environment,” referred to as the
“environmental press” (Pace & Stern, 1958, p. 269). The closer the institution’s environmental press is to the individual student’s interest, the greater the opportunity for the student’s growth (Strange & Banning, 2001, p. 87). The “press” that the researchers hoped to examine was an institutional emphasis on MLK Day events and its impact on the experiences of students of color. For the purpose of the study, students of color were defined as enrolled IUB students who racially and ethnically identified as non-White. With only 13.2% enrolled non-White students at IUB, this study sought to establish implications for institutional understanding and support for students from ethnic and racial minority backgrounds (The Trustees of Indiana University, 2015). The MLK Day events are a well-documented expression of activism on campus that the researchers believed would shed light on the research questions.

**Literature Review**

The MLK Day celebration at IUB was rooted in the efforts of MEA. Developed in the 1960s, MEA “can be viewed as a form of resistance to oppressive social relationships,” and examines issues related to human diversity and social justice (Sleeter, 1996, p. 10). Further, MEA emphasizes equal opportunity and inclusion for students of all backgrounds by focusing on total educational reform. Multicultural educational reform, which is not limited to only curricular changes, strives to accurately include and reflect the “experiences, histories, cultures, and perspectives,” of all ethnic groups (Banks, 1989, pp. 3-4).

MEA was first mobilized in the 1960s when racial minority groups demanded that educational systems acknowledge and respond to the needs of their students’ histories and experiences by creating ethnic studies courses and rejecting discriminatory practices (Banks, 1989; Sleeter, 1996). Altbach (1979) stated that this new spirit of civil rights activism “stimulated a new consciousness among Blacks and an awareness of America’s racial dilemma among some Whites, especially on [college] campuses” (p. 613). The civil rights movement compounded by the assassination of Dr. Martin Luther King, Jr. in 1968 exacerbated these feelings of unrest. Tensions rose throughout college campuses across the United States, especially among the Black student population; IUB was not exempt (Indiana University Bloomington Libraries, 2014).

**A National Shift towards MEA**

Despite some student-driven MEA successes and resulting institutional reform, the overall national response from university officials was disappointing. Frustrated by their universities’ lack of action and efforts towards reforming institutional regulations and social codes of behavior in which students were advocating for, students viewed universities as “complici[ty] in an ‘evil’ social system” (Altbach, 1979, p. 615; Harrison, 1972). For the first time, this spurred student activists to explicitly include “university reform” as one of the slogans in the national student movement for inclusion of all Americans of color in higher education (Altbach, 1979, p. 615). The inclusion of university reform critically aligns with the MEA tenet to “make social institutions more accessible to and inclusive of Americans of color” (Sleeter, 1996, p. 12). Additionally, the MEA goal was to have students “function effectively in a culturally and ethnically diverse nation and world” (Banks, 1993, p. 23).

**Activism at IUB**

In the 1960s, feelings of unrest and discrimination among several hundred Black
students resulted in MEA efforts on both individual and group levels at IUB (Indiana University Bloomington Libraries, 2014). MEA efforts were primarily student-driven by the actions of student leaders such as Bob Johnson and Clarence “Rollo” Turner who drafted a ten-page proposal for the “implementation of a black studies program and the [increase of] black faculty members to other academic departments” (Woods, 2011, paras. 33-35). Similarly, student organizations such as the Afro-Afro-American Students Association (AAASA) concurred with Johnson and Turner’s proposal. Additionally, they asked to abolish the University Committee on Discriminatory Practices because the student body was not granted a stake when determining the committee’s membership (The Trustees of Indiana University, 2014b). Student MEA efforts also achieved another victory through the approval of a grant from IUB to build the first Black Market. The Black Market not only met the unique needs of the Black community by providing goods such as hair products, Black music, and African literature, but also became a “proud representation of black students’ progress in establishing social equality” (Woods, 2011, paras. 40-43). These sociopolitical improvements on IUB’s campus would not have been possible without the student-driven efforts of IUB’s student leaders.

Observing Dr. Martin Luther King, Jr. Day at IUB

Contrary to other institutions that chose to not cancel classes and administrative duties in honor of MLK Day (The Journal of Blacks in Higher Education, 2000), the Indiana University Board of Trustees chose to recognize MLK Day as a system-wide institutional holiday in 1997. The Board of Trustees’ decision signified to faculty, staff, students, and community members a dedication to “diversity and [to] promote [the] collective spirit” of the community (Indiana University Board of Trustees, 1997). This institutional dedication aligns with the tenets of MEA mentioned previously and signifies that the celebration of MLK Day is a form of MEA as constructed through the university. By studying the MLK Day celebration at IUB, the researchers endeavored to understand the impact of this university constructed initiative in regards to diversity, social justice, and inclusion for students of color.

Methodology

This study utilized a two-pronged content analysis, which required examination of messages in the written, verbal, or visual communication form (Cole, 1988). Derived from the previously stated tenets of MEA, a priori codes were created to conduct the content analysis and were as follows: equality for excluded ethnic groups, challenging institutional processes that reproduce inequality, empowering students to become knowledgeable, encouraging caring and active citizens, and resisting oppression. This study’s content exploration focused on the overall experiences of students of color in relation to their impact of the MLK Day celebrations on IUB’s campus. Specifically, an inductive approach was implemented due to the current lack of available research and literature to help guide the researchers’ inquiries. The inductive content analysis aligned with traditional inductive approaches, which focus on qualitative analysis:

1. To condense extensive and varied raw text data into a brief, summary format.
2. To establish clear links between the research objectives and the summary findings derived from the raw data and to ensure these links are both transparent.
(able to be demonstrated to others) and
defensible (justifiable given the
objectives of the research).
3. To develop a model or theory about
the underlying structure of experiences
or processes which are evident in the
text (raw data) (Thomas, 2003, p. 2).
Through this approach, the researchers
strived to successfully generate an in-depth
understanding of the longitudinal history
and context of the MLK Day celebration’s
impact on IUB’s campus in an unobtrusive
and low-cost way (Schamber, 2000).
Inductive content analysis allowed the data
to speak for itself. Since there has been little
to no literature available on the perceptions
of students of color around MLK Day
celebrations at IUB, any researcher
assumptions about those attitudes would be
poorly founded.

Data Collection

The researchers culled articles and
documentation from the IDS, Bloomington
Herald Times, IUB Board of Trustees
minutes, and the Bloomington Commission
MLK Day Celebration website. Within
these data sources, the researchers applied
the following search keywords: “Dr. Martin
Luther King, Jr.,” “Martin Luther King,”
and “MLK” for the time period of 1997 to
2014.

Timeframe

Seeking articles from 1997 to 2014
formed a frame for the content analysis.
Through this seventeen-year period, the
researchers focused on identifying
characteristics, implications, and themes of
each year following the first celebratory act
by IUB and the City of Bloomington,
Indiana. Due to the relationship between the
campus and City of Bloomington, it was
inferred that the campus was in a celebratory
flux immediately following the 1997
decision by the IUB Board of Trustees and
previous city observances. Moreover, the
City of Bloomington and IUB
collaboratively constructed and
implemented “A Day ON, Not a Day Off!”
(City of Bloomington MLK Commission,
2015), a celebratory environment that
nationally honors Dr. Martin Luther King,
Jr., a person of color at a PWI.
Although the first national observance of
MLK Day was in 1986, the researchers
chose to begin their analysis in 1997,
following the article “IUB Groups Want
King Day Classes Cancelled” (The Trustees
of Indiana University, 2013). This article
was the first published article after the
approval of the MLK Day celebration by the
IUB Board of Trustees, and cancellation of
classes in 1997, thus signifying a starting
point for analysis. Additionally, the
researchers chose conclude analysis of the
celebration in 2014 to capture an in-depth
and comprehensive analysis of the entire
seventeen years of the celebration.
The researchers acknowledged that the
City of Bloomington observed the national
holiday only a few years prior to the
university and community joint effort, which
limited an in-depth analysis of campus-
specific celebratory activism. However, in
addition to the summarized longitudinal
history that a content analysis provides, the
researchers sought to ascertain a clear
description of the phenomenon, and
categories describing the phenomenon, of
the MLK Day celebration at IUB (Elo &
Kyngas, 2007).

Keywords for Data Collection

Specific keywords were chosen with the
intent of capturing the most information
about the MLK Day celebrations at IUB and
Bloomington while remaining respectful of
Dr. Martin Luther King, Jr.’s name and
legacy. It was believed that the less specific
the keyword, the more results would be
generated on article search databases. Once all articles and publications were identified using the search criteria, the articles were pared down to those pertaining only to the MLK Day celebration at IUB and/or the City of Bloomington’s celebration. To best answer the research questions, any content that was not directly related to the actual MLK Day celebration, or planning thereof, was not included in the content analysis.

**Indiana Daily Student.** Throughout the years, the *IDS*, the university’s independent newspaper publication since 1867, has served as a critical platform of media coverage for the MLK Day celebrations on IUB’s campus (Indiana Daily Student, 2014). Analysis of past *IDS* articles that reported MLK Day celebration days provided invaluable context and resources that captured the perceptions and experiences of witnesses, participants, and activists of the celebrations’ events.

**Board of Trustees meeting minutes.** The Board of Trustees at IUB have served as the institution’s governing board since it was first established by the Indiana General Assembly in 1820 (The Trustees of Indiana University, 2014a). Since the Board of Trustees meeting minutes include “official acts, resolutions, policies, agreements, and other business records pertaining to the governance of Indiana University,” the researchers sought to analyze written documentation of the university’s acknowledgements of and intentions in regards to the MLK Day celebrations.

**Bloomington Herald Times and City of Bloomington’s Dr. Martin Luther King, Jr. Commission website.** Much like the *IDS* and IUB Board of Trustees Meeting Minutes, the researchers believed the Indiana’s local *Bloomington Herald Times* and meeting minutes from the City of Bloomington Commission’s Dr. Martin Luther King, Jr. Celebration website offer additional historical context of the MLK Day events throughout its history. This coverage enabled the triangulation of selected sources to be assessed for accuracy and consistency in reports.

**Content Analysis**

**Procedure**

As a team of six, the researchers divided into three randomized pairs to begin content analysis as teams. The three pairs were assigned to four and seven years of articles and online resources in order to inductively search for emerging ideas supported by quotes from the text, utilizing an a priori coding scheme. Separately and individually, members of each team then read and analyzed the documents from each year and recorded their data in a secure shared space. The data was recorded based on the following categories for each year (see Table A3).

A priori codes were selected to include the MEA framework mentioned previously and suggested ideas around the evolution of the celebration. The individual data from each set of analysis was inductively assessed and grouped into emerging commonalities. Although considered, computer-assisted qualitative data analysis software was not utilized because the researchers chose to use the MEA tenets as a framework for synthesizing and categorizing the data. Analysis software would have limited the researchers’ ability to perform the research in this manner.

Next, each pair congregated and compared their findings in data collection. By cross-checking their data from the assigned years, each pair formulated a team consensus of the data in order to be further investigated by another pair. Cross-checking the coding work enhanced consistency amongst the coding, thus establishing trustworthiness and validity.

This data was disclosed on a secure shared-
space viewable by all researchers and organized per year. To strengthen validity of the data even further, each pair of researchers read and analyzed the documents from another pair repeating the same procedure. This time, each pair recorded their data noting any discrepancies, validities, and newly presented emerging ideas that differed from the previous team’s analysis and ensured that their coding was congruent. The researchers who read the articles from the same time period subsequently met together to discuss the content analysis, existence of common themes, biases, and presence of voice for further analysis.

**Data Analysis**

Following the collection and recording of data for each year and source, the entire research team convened to discuss emerging themes from the codes presented and to highlight rich quotations supporting the evidence of emerging themes. The MEA framework was used to identify emerging themes and categorize codes within general areas.

The researchers of the articles from an assigned time period validated each presented theme and subtheme with concrete supporting evidence through identified quotes. If the other researchers did not concur with the initial team’s findings, the presented theme and subtheme were not recorded. Each year’s analysis afforded for shifting themes and subgroups independent of previous years to form a more comprehensive analysis. Through the discussion of each year, the six researchers decided on congruent themes and subthemes for each period of time (see Table 1).

**Findings**

**Summary of Articles**

The researchers perused 2,261 total articles and meeting minutes from the data sources; the total number of *IDS* articles the researchers collected from 1997 to 2000 was excluded as it was not quantifiable. Out of 2,261 articles and meeting minutes, 238 relevant articles and meeting minutes were included with viable quotes or contents of student voice, administrative voice, and Bloomington citizen voice (see Table A1).

**Emerging Themes**

After the analyses of the pairs, the researchers collectively produced the following emerging themes per designated years: 1997 to 2000 - service and volunteer opportunities, programming, and collaboration; 2001 to 2007 - service and volunteer opportunities, MEA, unity and collaboration, and evolution/creation; 2008 to 2014 - MEA, unity and collaboration, MEA, and campus climate. For the Bloomington Commission MLK Day Celebration website Meeting Minutes and IUB Board of Trustees Meeting Minutes notes, the researchers found emerging themes of service to community and volunteerism, programming, and collaborations (see Table 1).

**Thematic Categories**

Based on analysis of the emerging themes, the researchers then categorized the information into relevant thematic categories. These findings included evidence of broad themes, expressions of MEA, student voice, and inclusion.

**Broad themes.** Four significant broad themes were found: 1) A shift of MLK Day celebrations from student driven to administratively driven; 2) Presence of both student and administrative voices throughout the time frame with an increasing presence of administrative voice; 3) Celebration events shifted from race-specific activities and topics to activities and topics including...
Dr. Martin Luther King, Jr. Day Celebrations

all-inclusive identities; and, 4) Forms of MEA expressed

**Student voice.** Since IUB’s MEA efforts were rooted in student-driven activism, the researchers were curious about the evolution of student voice and if the institutional construction of the MLK Day celebration at IUB would introduce the influence of administrative voices. By examining the quotes and contents from articles, different trends in the number of student and administrative voices throughout the time frame were found. From 1997 to 2002, the number of student voices declined from 22 to 2 expressions of student voice and plateaued after 2002. There was a large number of student voices in 1997 and 1998, particularly in relations to the student protest demanding a full recognition of MLK Day (Indiana University Board of Trustees Minutes, 1997) (see Table A2 and Table A3). Administrative voices, on the other hand, were consistently present throughout the timeframe, with an upward trend after 2002.

**Expressions of multicultural educational activism.** The articles analyzed indicated trends regarding how specific forms of MEA were expressed throughout the selected years (see Table A3). “Empowering Students to Become Knowledgeable” and “Empowering Caring and Active Citizenship”, for instance, were consistently the highest forms of MEA expressed throughout the timeframe, with the exception of 1997. The expressions of the remaining three forms of MEA, on the other hand, decreased over time: “Challenging Institutional Processes” dropped from 28 to 2 expressions during 1997 to 2003 and, after 2004, there were zero expressions of “Challenging of Institutional Processes”. Additionally, the number of expressions in “Equality for Excluded Ethnic Groups” and “A Force of Resistance to Oppression” declined over time, averaging 1 expression of “Equality for Excluded Ethnic Groups” and 2 expressions of “A Force of Resistance to Oppression” after 2004 (see Table A3).

**Discussion**

The initial events that took place during the MLK Day celebrations’ earliest years were centered around racial and social justice issues that pertained specifically to marginalized and excluded racial and ethnic groups. As the MLK Day celebration events evolved, IUB organizers emphasized topics of historical knowledge and civic engagement (see Table A3). The ongoing relationship between the Bloomington community and IUB indicated a mutually beneficial town and gown collaboration and

---

**Table 1**

<table>
<thead>
<tr>
<th>Source Years</th>
<th>Emerging Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997-2000</td>
<td>Service and Volunteer Opportunities; Programming; Unity and Collaboration</td>
</tr>
<tr>
<td>2001-2007</td>
<td>Service and Volunteer Opportunities; MEA; Unity and Collaboration; Evolution; Creation</td>
</tr>
<tr>
<td>2008-2014</td>
<td>MEA; Unity and Collaboration; Evolution; Climate</td>
</tr>
<tr>
<td>1997-2014</td>
<td>Service and Volunteer Opportunities; Programming; Collaboration</td>
</tr>
</tbody>
</table>

**Note.** Themes found in Bloomington Commission MLK Day Celebration website Meeting Minutes and Indiana University Board of Trustees Meeting Minutes notes for 1997-2014. MEA = Multicultural Educational Activism.
unity. However, this institutional prioritization of historical knowledge and civic engagement over issues of race and social justice does not align with MEA’s mission to emphasize equal opportunity and inclusion for students of all backgrounds (Banks, 1989; Sleeter, 1996). Moreover, the recurring presence of student voices articulated that the MLK Day celebrations were relevant and necessary to better improve the overall campus climate (see Table A3). However, the lack of racial or ethnic student representation on the planning committees and commissions imply the lack of institutional values surrounding the experiences of students of color. In contrast with MEA’s requirement that institutions not only acknowledge but also respond to the needs and experiences of racial and ethnic students through total educational reform, organizers of the MLK Day celebrations on IUB did not actively engage in their institutional responsibility to incorporate the experiences and voices of students of color (Banks, 1989; Sleeter, 1996).

As stated previously, the 1997 IUB student-led rally was propelled by student demands for full recognition of MLK Day in the form of a university mandated day-off from classes (see Table A2). Subsequently, the resulting university mandated day-off from classes shifted the control of the MLK Day celebration from student effort to institutional effort. This is reflected in the decreasing expression of student voice throughout the 1997 to 2014 history of the MLK Day celebrations (see Table A3). As a result, university administrators primarily controlled the interpretation of the MLK Day celebrations with little student input. The lack of empowering student input in the interpretation of the MLK Day celebrations potentially explains the decline and then absence in expressions of “Challenging Institutional Processes”. Furthermore, while collaboration between student organizations was prominent in the earlier years of the celebration, collaboration between students and administrators was more present throughout the entire history of the MLK Day celebrations.

Limitations
Throughout the study, limitations were encountered throughout the qualitative research process that led to the inability to fully answer the research questions.

Data Content and Collection
The researchers were unable to gather all the racial or ethnic identities of the students within the literature analyzed due to the lack of identifiers within the text. This concluded that the attitudes and voices of students of color regarding MLK Day are inconclusive. However, the researchers did capture the types of organizations, which proved to historically be predominantly composed of members of non-White ethnic and racial identities.

Additionally, the researchers found that the meeting notes from the Bloomington Commission MLK Day Celebration website were not available prior to 2008, thus limiting the analysis of the evolution of town and gown relations between IUB and Bloomington. Furthermore, there was little applicable content beyond the construction of MLK Day as a university observed holiday following the 1997 IUB Board of Trustees meeting minutes. Thus, the researchers included minimal IUB Board of Trustees minutes in the analysis of data.

Due to the lack of knowledge of the identities of the editors, authors and publication staff, the researchers were unable to uncover the biases of the information presented. This may have impacted the information that was presented and edited in the process of publication.
This may have also impacted the coverage of stories and thus, the information presented as voice collected by the research team.

**Voices of Students of Color**

Furthermore, due to the lack of knowledge of the identities of the students reported, the researchers found it difficult to fully erect the perceptions of students of color during the time period of 1997-2014. The only times when the identities of the students were known was when they self-identified when they were interviewed. This did not happen often, which made it difficult to paint a complete picture of their perceptions. The researchers found that each year, there were consistent voices from student organizations who historically were organized and membered for and by students of color (e.g., Black Student Union, Theta Nu Xi Multicultural Sorority, Muslim Student Organization), thus leading to a possible assumption that voices of students of color may have been represented but a conclusion could not be made on this knowledge alone.

**Data Analysis and Coding**

In addition, the a priori coding process lent itself to varying interpretations of the content being analyzed. Although systems were in place to check and re-check coding congruency, ultimately researchers each carried their own lens through which they saw the analyzed content. Due to researcher bias, a priori codes may have been interpreted differently in each step of the analysis process. The researchers worked to correct these issues to provide a valid and complete vision of the content code.

**Implications**

Since its implementation, the MLK Day celebrations have centered on collaborations between administrators and students. Additionally, the IUB MLK Day Commission has constructed an environment articulating MEA components that the researchers established early on. However, the findings showed signs of declining collaborations between students and administrators as expressions of student voice diminished over time. As a result, the MLK Day celebration was left to the interpretation of administrative voices that were officially in charge of the events. Nonetheless, this does not negate the need and importance of expressing student voice in the MLK Day celebration at IUB.

In response, the researchers recommend that student voice be better represented in the planning of the MLK Day celebrations in order to reflect and meet the diverse needs of students at IUB. Analyzed quotations substantiated the absence of the MLK Day planning committee’s efforts to recognize and address issues that faced students of color. As a suggestion, the researchers propose a two-board model to establish a platform for collaboration between administrators and students and thus ensure that student voices are represented throughout the MLK Day celebration planning. The two-board model would incorporate the following: one board consisting of faculty and administrator representatives, and another board consisting of student representatives. Joint communication between the two boards would provide a crucial bridge for active organization and collaboration between the faculty and administrator representatives and the student representatives. Further assessment is recommended to determine if the proposed two-board model would fit within IUB’s constructed environment, as well as other strategies for collaboration and communication between administrators and
students in effort to better serve the planning of the MLK Day celebration at IUB.

Additionally, the researchers recommend future studies and assessments focusing on the relevancy and impact of IUB’s MLK Day celebrations on students, especially in relation to the experiences of students of color. Institutional support and investment will be critical for maintaining these ongoing studies and assessments, which may be conducted in the forms of post-event surveys or event documentations that capture participant attitudes and responses.

These recommendations presented by the researchers strive to create an inclusive campus climate for all students and allow the institution to enact the values espoused by the creation of the MLK Day celebration at IUB.

**Conclusion**

IUB students have called for the inclusion of minority racial and ethnic groups for decades, launching sit-ins, rallies, marches, and protests to convey their message. Historically, administrative reaction has been mixed, sometimes moving the institution toward more inclusive choices and sometimes falling on deaf ears. An example of this mixed reaction can be seen by the 1997 rally leading up to the creation of the MLK Day celebrations at IUB that, at least initially, was an inclusive choice for the institution’s student body.

Through the lens of MEA, the MLK Day celebrations have evolved from a day led by student voice that focused around the inclusion of excluded races and ethnicities to a day of service led primarily by the administration of the institution. The researchers investigated the evolution of the movement from a student-led to an administrative-led celebration and the effects of a university-wide celebration on the ability for students to seek and sustain institutional reform. At an institution overwhelmingly dominated by White students, faculty, and staff, the need for the intentional inclusion of students of color is imperative for the success of the institution in serving all students at IUB and allowing for their voices to be heard.

**References**


### Table A1

*Indiana Daily Student, Bloomington Herald Times, and Indiana University Board of Trustees Meeting Minutes Articles Summary by Sources and Years*

<table>
<thead>
<tr>
<th>Year</th>
<th>IDS</th>
<th>BHT</th>
<th>MM</th>
<th>Total Articles Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>15</td>
<td>9</td>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>1998</td>
<td>15</td>
<td>4</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>1999</td>
<td>16</td>
<td>6</td>
<td>-</td>
<td>22</td>
</tr>
<tr>
<td>2000</td>
<td>13</td>
<td>7</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>2001</td>
<td>5</td>
<td>3</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>2002</td>
<td>12</td>
<td>2</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>2003</td>
<td>7</td>
<td>6</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>2004</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>0</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>2007</td>
<td>7</td>
<td>2</td>
<td>-</td>
<td>9</td>
</tr>
<tr>
<td>2008</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>2009</td>
<td>19</td>
<td>5</td>
<td>8</td>
<td>32</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2012</td>
<td>4</td>
<td>0</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

Source Sample Total | 143 | 54 | 41 | 238

*Note.* IDS = Indiana Daily Student; BHT = Bloomington Herald Times; MM = Indiana University Board of Trustees Meeting Minutes
Table A2

**Supporting Quotes Evidence: Broad Themes, Student Voice, and Expressions of MEA**

<table>
<thead>
<tr>
<th>Thematic Categories</th>
<th>Supporting Quotes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad Themes</td>
<td>“1) Approval and Implementation of Latino Studies Department; 2) Appointment of an Asian-American advocacy dean; 3) Creation of an Asian Culture Center; 4) Maintenance and potential expansion of the Office of Diversity Programs; 5) Full recognition of the MLK, Jr. holiday; 6) University funding for Gay, Lesbian, Bisexual, Student Support services office with provisions for its permanence; 7) Immediate arrangement for an increase in non-white and female faculty” (Student, IDS, 1997).</td>
</tr>
<tr>
<td>Shift from Student to Administrative Driven</td>
<td>“Fortunately, this beautifully mixed group of people is not a rare sight at IU: ‘diversity’ is the campus catchphrase. I inwardly congratulated my university and my generation as I listened to the speakers and table conversation… We are blessed to live on a campus committed to diversity and unity. We have so many opportunities for personal and social growth: cultural events, religious services, cultural centers, classes” (Student, IDS, 2001).</td>
</tr>
<tr>
<td>Inclusion</td>
<td>“Joyner said she looked outside the racial or cultural aspects of diversity to include alternative lifestyles, women and the disabled… ‘[King was a man] not only of diversity, but of peace and nonviolence’” (Student, IDS, 2004).</td>
</tr>
</tbody>
</table>
| Student Voice                        | “To the participants in this contest, Martin Luther King, Jr. Day holds special significance. ‘It stands for doing something right, whether or not it’s popular,’ Hagenseiker said. Bhargava echoed those sentiments, saying students should be active on the holiday. ‘It celebrates what we have accomplished but also represents what we still need to do,’ she said. ‘It should be a day on, not a
day off”” (Student, IDS, 2007).

“Senior Marcia Jones summed up the importance of the event. ‘Martin Luther King, Jr. was somebody who gave their life, put family aside and made a difference for every black and white person to live in peace,’ Jones said. ‘In the past 30 years or so, his dream has started to disappear. We have to come together to keep it alive”” (Student, IDS, 2006).

Expressions of MEA

“I think the march and rally are effective because I know these people have been trying to do things in the past and no one heard about it. Now with this, someone has to listen. They’re not quiet anymore”” (Student, IDS, 1997).

“[…] finding ways to face and eliminate [stereotypes and ignorance] is the purpose behind the student union and its Unity Summit, planned for Martin Luther King, Jr. Day Monday”” (Student, IDS, 2001).

Note. MEA = Multicultural Educational Activism
Table A3

*Tabulation of A Priori Coded Forms of Expressed MEA*

<table>
<thead>
<tr>
<th>Year</th>
<th>Equality for Excluded Ethnic Groups</th>
<th>Challenging Institutional Processes</th>
<th>Empowering Students to Become Knowledgeable</th>
<th>Encouraging Active and Caring Citizenship</th>
<th>A Force of Resistance to Oppression</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>7</td>
<td>28</td>
<td>8</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1998</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>1999</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>2000</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2001</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
<td>1</td>
<td>13</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>2003</td>
<td>7</td>
<td>2</td>
<td>23</td>
<td>28</td>
<td>4</td>
</tr>
<tr>
<td>2004</td>
<td>5</td>
<td>0</td>
<td>10</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>0</td>
<td>9</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>0</td>
<td>11</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note.* MEA = Multicultural Educational Activism