ENHANCING MINORITY ATTAINMENT (EMA)

DIVERSITY ASSESSMENT OF

INDIANA UNIVERSITY KOKOMO

INTERNAL REVIEW TEAM REPORT

BY

THE EMA COMMITTEE MEMBERS

2006-2007

ENHANCING MINORITY ATTAINMENT (EMA)

THE EMA COMMITTEE MEMBERS

2006-2007

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Ms. Gerry Stroman	(UDIV /Affirmative Action)	Member

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Introduction

Indiana University Kokomo defines diversity from various perspectives and forms. It practice, acknowledge, and respect differences in race, ethnic identity, age, gender, education, culture, socioeconomic level, and sexual orientation. The level of diversity in the university has increased over the past ten years. The institution is also committed to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance, and open, civil discourse. The institution is currently assessing the planning process associated with the campus diversity goals and it is doing so with a broad representation of faculty, staff and administrators of different background and race.

Although the university has not been able meet all its diversity and equity goals, attempts has been made to demonstrate its commitment to safe, civil, hospitable environment for all students, faculty and staff. In addition Indiana University is dedicated to enhancing research activity; promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs. The University's strategic diversity plan is guided by the following principles:

- Promote campus diversity to prepare its graduates to function in a multi, ethnic, gendered, global environment.
- Increase the racial and ethnic diversity of the students' body.
- Attract and retain diverse faculty and staff to support new and existing programs.
- Increase Academic programs that advance knowledge and understanding of the challenging issues associated with diversity.
- Progress towards a campus that fully welcomes difference, acknowledge, and respect the various cultures, religions, races, ethnicities, attitudes and opinions with the campus environment.

The evaluation of the diversity programs at Indiana University Kokomo was compiled from the following sources: (1) group and individual interviews with the faculty and students; (2) group meetings with administrators; (3) review of diversity and affirmative action documents; and (4) review of data provided by Indiana University Campus Diversity Portfolio Review Guide.

Leadership and Commitment	
1. Does your campus have either an explicit focus on diversity and equity in its strategic plan or a devoted diversity and equity plan? Evidence: Indiana University Kokomo strategic plan sections 5.1 and 5.2 vividly spell out its diversity objectives and goals. Please evidence at Strategic Plan Affirmative Action – Chancellor's Letter of Proclamation Affirmative Action – President's Letter of Proclamation	(Yes) No NA
2. Does your campus have explicit diversity and equity goals or objectives? Evidence: Please see evidence at Strategic Plan	(Yes) No NA
3. Does the campus diversity committee or do senior administrators monitor campus progress on diversity goals and objectives? Evidence: Kindly see the following evidences (1) Utilization Availability Analysis Summary; (2) Diversity Portfolio Review; and (3) Meeting minutes 1/17/07, 11/14/06 and 10/13/06.	(Yes) No NA

4. Is there a central campus cabinet or committee that focuses on campus diversity issues?
   a. If yes, does this committee have broad input and representation
   b. If yes, is the cabinet or committee empowered to advance diversity and equity on the campus?
Evidence:
	(Yes) No NA
	(Yes) No NA
	Yes (No) NA

5. Has your campus defined terms related to diversity and equity as part of its diversity and equity initiatives? Evidence: Utilization Availability Analysis Summary	(Yes) No NA

6. Are diversity and equity related issues explicitly included within:
   a. Academic program reviews?
   b. Administrative personnel reviews?
   c. Annual faculty reviews?
   d. Annual budgeting processes?
Evidence:
Please see evidence of samples: (1) Administrative personnel review form; (2) Faculty/Librarians Annual Service Report for evidence.
	(Yes) No NA
	(Yes) No NA
	(Yes) No NA
	Yes (No) NA

7. Does your chief diversity officer (CDO) have the visibility and support needed to effectively pursue campus diversity goals?
   a. Is this a full-time appointment?
   b. Does the CDO have a scholarly record re: diversity and equity?
	Yes (No) NA
	Yes (No) NA

Evidence: Utilization Availability Analysis Summary	
8. Are minutes and other documents related to diversity efforts readily available to students, faculty, staff, and the broader community? Evidence: Annual diversity reports are available at the Affirmative officer's office. Ms Gerry Stroman is the affirmative action officer at Indiana University Kokomo. Ms. Cathy Barnes is the Campus Climate Director, and she has a record of all the minutes and reports on campus social and cultural exchange activities in the university.	(Yes) No NA
9. Is there an annual "state of diversity" address by a senior level administrator? a. If not, does a senior campus administrator address diversity in her or his major speeches or written materials? Evidence: <u>Affirmative Action – Chancellor's Letter of Proclamation</u>	Yes (No) NA (Yes) No NA

Leadership and Commitment - Summary

Strengths

The university diversity goals were recently (in 2005 academic year) added to the university mission statement.

The Chancellor of Indiana University Kokomo is committed to attracting and retaining diverse faculty and staff to support existing programs.

The current practice shows a strong leadership commitment to promoting a hospitable, equitable, civil and safe environmental for all students, faculty and staff. These commitments to diversity and equity were long overdue.

There are significant numbers of minority in the dean's positions and non-academic leadership positions.

The strategy planning process associated with IU Kokomo's diversity goal has representation from various background and race.

Through the campus climate program the university has been very effective in implementing policies and procedures that has somewhat increased the retention of black students, including enhancing the campus climate so that black and other minority students felt more welcomed and more supported throughout the pursuit of their academic goals.

Challenges

The percentage of minority faculty, staff, and administrators are very low, and white women hold a majority of all clerical positions.

The practice of allowing a search that does not attract minority applicants to continue contradicts the university strategic goal 5.1 which stipulates that the university is committed to attracting and retaining diverse faculty and staff to support existing programs. Thus, the university must take a hard look at its recruitment practices.

The deans, departmental chairs, Directors of units and administrators including the newly formed diversity committee, according to some comments, seem somewhat aloof from the university diversity goals.

This aloofness is symbolized by the lack of coordinating authority or oversight powers given to both the affirmative action officer and the diversity committee.

There seems to be some disconnect between the human resources office and affirmative action office on what the diversity goals of the university should be during the recruitment process.

Most positions that were vacated by minority staff or faculty are often filled with candidates who are not from any of the minority groups.

This leaves the impression that the university has little interest in implementing its diversity goals, which are left in the hands of the deans, departmental chairs, and administrators. There is potential for the university not to achieve its diversity goals by this arrangement.

While students and faculty expressed an interest in the diversity lectures series that could attract a dozen minority speakers to campus each year to examine issues of interest to the campus community, they shared a disappointment in the university leadership position not to frequently finance and to promote diversity through this medium. This lecture series could have been galvanized by giving the campus climate director more funds to ensure coordination.

Recommendations: The university leadership should continue its current momentum toward focusing and promoting Indiana University Kokomo as a regional campus that fully welcomes differences and diversity in its curriculum, environment, students, staff, and faculty. Administrators and faculty should be given more career development training in the area of diversity.

Curricular and Co-Curricular Transformation	

1. Are diversity-related courses or outcomes explicitly included within:
   a. The Campus' General Education requirements?
   b. Major requirements?
Evidence:
(a) Weakness: This is a deficiency in our educational system which will hopefully be addressed when new General Education requirements are changed.
(b) (b) Under "Major requirements" listed on the web, we often see a course listing for Cultural Literacy; however, the course description describes foreign language courses. Although foreign language courses introduce concepts of diversity throughout, it would not be the dominate philosophy or ideology and content would be dependent upon the instructor of record. See example of Communication Arts degree requirements. In contrast, the division of Education listed two courses that met the criteria; they are as follows:
EDUC-H 520 Education and Social Issues which is an identification and analysis of major problems set for education by a pluralistic culture of American Society. In addition, EDUC-H 340 Education and the American Culture teaches about the present educational system--its social impact and future implications--viewed in historical, philosophical, and sociological perspectives. Special attention is given to ethnic, minority, and cultural aspects. The course descriptions are located at EDUC-H 520 and EDUC-H 340 (page 91 in document). The School of Arts and Sciences also provide courses in Spanish, French and German.
Weakness: The only major, to date, that has an inclusive approach to infusing diversity within the program is Education, Arts and Sciences and SPEA.
	Yes (No) NA

2. Have you assessed the degree to which faculty incorporate diverse perspectives into their class discussions and assignments? Evidence: Yes, we do have an assessment of how faculty incorporate diverse perspectives into their class discussions and assignments by using the "end of the year review" process as a tool for systematic assessment. This review process results in a self assessment document. Faculty are requested to address the following question while developing their "end of the year review": "Summarize your teaching and curriculum development efforts on issues relative to diversity". The reviews are assessed by the Dean of each school, and faculty raises and evaluations are based on adequate responses. See Indiana University Kokomo Faculty/Librarians Annual Service Report. Strength: This is an excellent way to provide a consequence to non-compliance. Weakness: There is currently no oversight of the Deans' compliance or competency in judging the compliance of their faculty.	(Yes) No NA
3. Is there a center or support unit that assists faculty in infusing diversity, multiculturalism and related aspects into their teaching and learning practices? b. If yes, is the center or unit well utilized? Evidence: We do have a coordinator for campus climate, Catherine Barnes, Coordinator for Campus Climate, IU Kokomo.	Yes (No) NA Yes No NA

In addition, we have an Office of Affirmative Action. Indiana University is committed to a policy of equal opportunity in its admission and employment programs. The IU Kokomo Office of Affirmative Action monitors the university's policies and assists individuals who have questions or problems related to discrimination. Contact information:
Gerry G. Stroman
IU Kokomo Affirmative Action Officer
East Building (KE), Room 120
Phone: (765) 455-9529

This office could be of assistance to faculty if called upon.

Weakness: Without a designated resource to address directly infusing diversity, multiculturalism, and related aspects into teaching and learning practices, we will see little progress. Faculty often lack the knowledge and skills necessary to adequately infuse and monitor diversity within the classroom and content.

4. Are faculty and staff rewarded for contributing toward the attainment of diversity and equity goals and objectives? Evidence: It is the intent of the Vice Chancellor that, as a requirement of receiving an increase in salary, the attainment of diversity and equity goals and objectives are met by faculty. Strength: Monetary gain linked to compliance should increase participation.	Yes (No) NA
5. Is there a sufficient number of multicultural student groups to meet the interests of your student population? Evidence: On January 12, 2006, four IU Kokomo student groups—Umoja, El Mundo Hispano, the Native American Student Association, and the International Student Organization— merged as the Multicultural Student Organization (MSO). "As the original organizations did, the new larger group will focus its energies on activities that celebrate ethnic/cultural identity and diversity on campus. Learning about diverse cultures and people through MSO not only helps prepare students to enter professions in today's global economy, but can also be a lot of fun." See the MSO news release about multicultural students groups merging. Strength: Excellent organization for adequate representation.	(Yes) No NA
6. Does the campus have a student programming board in a student activities office? a. If yes, does the board bring in diverse speakers and performers throughout the year? Evidence: The campus has an Office of Student Activities. A list of activities and a calendar of student programming is included in the form of a Fall 2006 Student Activities Calendar and Spring 2007 Events. Yes, the board brings in diverse speakers. Weakness: Activities and programming have very limited reference to diversity. This prevents an inclusive atmosphere that is desperately needed within the campus climate at IU Kokomo.	(Yes) No NA (Yes) No NA

7. Are there programs or services to encourage undergraduate students from underrepresented populations to pursue graduate education? Evidence: Weakness: Available programs and scholarship opportunities for underrepresented graduate students should be a top priority for administration.	Yes (No) NA
8. Are opportunities available for students and faculty to pursue cultural immersion either within or outside the United States? a. If so, do you track student and faculty participation? Evidence: Many opportunities exist for cultural immersion experiences which are sponsored by particular majors within IU Kokomo. An example of this can be found at this Italy news release. This particular site talks about Dr. Donna McLean and Minda Douglas who will lead an exploration of Italian art, culture, and lifestyle. For more information on Indiana University's study abroad opportunities offered through the Kokomo campus, contact Dr. McLean in the Department of Humanities, (765) 455-9248. Another example of an exemplary program is the nursing Faculty/Student Exchange Program with Margaret Pritchard University in South Korea, summarized by Dr. Linda Wallace. In addition, Indiana University Bloomington has an excellent immersion program as part of their teacher education program and they allow IU Kokomo students to participate. Indiana University also has established partnership with Babcock University in Nigeria, as described by Nigeria news release. Dr. Robert Dibie is coordinating this collaborative program in public management field. The general purpose of the collaboration is to strengthen the bonds between the universities and further their research, development, academic, social and cultural objectives of the institutions as well as promote better understanding between the faculty, staff and students of the respective institutions. Strength: Excellent immersion opportunities for students at IU Kokomo. Weakness: Programs are related to specific majors.	(Yes) No NA Yes (No) NA

Curricular and Co-Curricular Transformation – Summary

Strengths

The Division of Education, School of Arts and Sciences and the School of Public and Environmental Affairs (SPEA) are leading the way in prioritizing the inclusion of multicultural education within the classroom.

The three programs have also, incorporating evidence of diversity in their curriculum and instruction. The establishment of a self evaluation process has also helped the SPEA, the division of education and Arts and Sciences to establishing more accountability.

Further strength will be established when this accountability process is linked to a monetary portion of raises.

There is active students' involvement in diversity-related co-curricular activities on the IU Kokomo campus.

In addition, IU Kokomo has tremendous strength in the areas of Campus Climate and the Office of Affirmative Action. The campus climate director and the Affirmative action officer are both diligent in the way they coordinate their respective programs.

From a student perspective, IU Kokomo has a large number of students who are interested in Multicultural activities. Some the student organization attempts to focus their energies on activities that celebrate ethnic/cultural identity and diversity on campus. Lastly, IU Kokomo has excellent opportunities to promote cultural diversity among its faculty and students. The only stumbling block is leadership and finance.

Challenges

The only majors, to date, that have diversity inclusive content are Education, School of Arts and Sciences and SPEA. The school of Nursing and Business are not promoting diversity as spelled out the strategy plan.

Secondly, although we have established oversight monitoring compliance of faculty using the yearly review process, there is no oversight of the Deans' compliance or competency in judging the compliance of their faculty. Also, without a designated resource to address directly the infusion of diversity, multiculturalism, and related aspects into teaching and learning practices, we will see little progress. Faculty often lacks the knowledge and skills necessary to create a multicultural curriculum and instruction.

In addition, activities and programming for students have very limited in reference to diversity. This prevents an inclusive atmosphere that is desperately needed within the campus climate at IU Kokomo.

There is the need to establish a multiculturalism course under the general education requirement for all students in the university.

Lastly, available programs and scholarship opportunities for underrepresented graduate and undergraduate students should be a top priority as well as encouraging programs for cultural immersion that are not related to specific majors.

Campus Climate for Diversity	
1. Does your campus routinely or periodically assess the campus climate for diversity?	(Yes) No NA
a. If yes, are the results of such assessments made broadly available?	(Yes) No NA
b. If yes, have changes been made based on the results of those assessments?	(Yes) No NA
Evidence:	

See the Office of Campus Climate Report of Assessment. Impact: This information is used for Student Activities program planning and budgets for the next academic year.	
2. Are there procedures in place to deal with diversity-related incidents and conflicts among and between students, faculty, and staff? Evidence: Affirmative Action Officer provides the procedures. Complaint of Unlawful Discrimination Internal Complaint Form Indiana University Policy Against Sexual Harassment Indiana University Americans with Disabilities Ace (ADA) Policy	(Yes) No NA

3. Does your campus assess whether there are notable racial/ethnic, gender, or other socio-cultural group gaps in:
 	
   a. Student retention?
 	
   b. Faculty hiring and promotion?
 	
   c. Employee turnover?
 	
   d. Are specific actions in place to close any identified gaps?
Evidence:
 	
(a) Merit Mentoring Program
 	
See IU Undergraduate Retention to Second Semester Report, page 7, IU Undergraduate Retention to Second Year Report and Merit Program. See Incoming Beginner Demographics, pages 1 and 6, for the University and the Kokomo campus, respectively. Official Enrollment Report for First Semester 2005-2006 is shown. Information is also provided to show Undergraduate Retention Persistence to the Second Semester, pages 1 and 6, and Undergraduate Retention Persistence to the Second Year, also pages 1 and 6. Enrollment and persistence is displayed on page 2 within this link. Official Financial Aid Report tracks by type and percent on page 6 within this link. Completion rates 2006 and Completion rates 2005 are tracked by degree for the campus. In the Official Graduation Rates Report see page 7 for 1998 and 1999.
 	
(b) The Affirmative Action Office monitors hiring and keeps records. Promotion is monitored by the Affirmative Action Report.
 	
(c) The Affirmative Action office periodically reviews turnover results and communicates those results to the administration.
 	
(d) Hiring--- Search and Screen Procedures
 	
 Promotion- Academic Handbook Page 70
	(Yes) No NA
	
	(Yes) No NA
	
	(Yes) No NA
	
	(Yes) No NA

4. Does the campus hold "town hall" meetings or similar occasions for critical discourse on diversity issues? Evidence: Enrique's Journal - Sonia Nazario English and Spanish Evaluations Teen Forum African American Civil War curator Hari Jones - Hari Jones Blacks in the Civil War Evaluation	(Yes) No NA
5. Are diverse campus constituents (students, faculty, and staff) provided opportunities to have input into campus planning and in important campus policy committees? Evidence:	(Yes) No NA

Campus Strategic Planning committee, Lumina Grant Application, Cabinet One African American Assistant Dean SPEA, One Hispanic American Dean Division of Education, Director of Admission, University Division	
6. Do affinity groups exist that support individuals from under-represented populations (e.g., Black Faculty/Staff Council, Latino Faculty Staff Association)?	(Yes) No NA
a. Are these groups recognized by campus leadership and administration?	(Yes) No NA
b. Do these groups receive financial and/or human resource support from campus administration? Evidence: Newly established Indiana University Black Faculty and Staff Caucus (a) The Indiana University Kokomo Black Faculty and Staff Council meet once a year. (b) They did receive support in the past.	Yes (No) NA
7. Do the campus website and publications reflect the campus' commitment to diversity and equity? Evidence: Campus Website Homepage, Admissions, Student activities, Orientation Note: Maybe not always a true picture.	(Yes) No NA
Locally added questions	
8. How is diversity diffused within your curriculum?	
9. What specific minority recruitment plan does the campus have?	

Campus Climate for Diversity - Summary

Strengths

I U Kokomo have established policies and procedures in place to deal with discrimination. It sometimes hold training sessions for supervisors and professional staff to rejuvenate the awareness of diversity polices and procedures.

The annual assessment of the campus climate by Ms. Barnes has been effective in describing the climate for diversity on the IU Kokomo campus.

It has been a common practice for the Affirmative Action Officer to recommend to the chancellor or appropriate vice chancellors that staff who does not comply with university diversity policy receives training. When this takes places, it is often taken seriously.

Indiana University Kokomo diversity strength is visible in the cordial relationship between staff, faculty and students of all background on campus. The faculty, staff and students have a heart to do what is right in regards to Campus Climate and Diversity.

Challenges

Need resources to conduct diversity training on a yearly basis. Goals for hiring minority faculty and staff are for the campus and not a specific area or program on campus.

Therefore are some academic units that promote the hiring of minority hires staff and faculty while other units especially the School of Nursing have not made enough efforts to hire minority faculty and staff. There is the immediate need for the nursing program to start hiring minority staff and faculty.

A major retention problem is the limitation of providing job opportunities for spousal or partner of minority faculty and staff when they are hired by the university. This aftermath is a major challenge in attracting minority faculty and staff to IU Kokomo.

This problem often discourage minority faculty to stay long at IU Kokomo. IU Kokomo has a one man office, with several responsibilities.

Several of the minority faculty complained that they are paid less than their white counterpart. This is a serious problem that IU Kokomo Chancellor must address immediately.

The university needs to develop a campus wide plan that will galvanize recruitment, retentions, and Campus Climate for Diversity.

Representational Diversity	
1. Does your campus routinely or periodically assess the representational diversity of students, faculty, and staff in relation to relevant benchmarks (e.g., service region, peer institutions, labor markets, etc)?	Yes (No) NA
a. If so, are the results of such assessments made broadly available?	Yes No NA
Evidence:	
The Office of Affirmative Action annually assesses the campus regarding the representational diversity of students, faculty, and staff. However, no data shows that IU Kokomo campus *routinely or periodically* assesses the representational diversity of students, faculty, and staff in relation to relevant benchmarks (e.g., service region, peer institutions, labor markets, etc).	
2. Does the diversity of your student population reflect closely the diversity of your service region?	Yes (No) NA
Evidence:	
Indiana University Kokomo serves an eleven-county area in north central Indiana, which includes Carroll, Cass, Clinton, Fulton, Grant, Hamilton, Howard, Madison, Miami, Tipton, and Wabash Counties. The 2004 U.S. Census shows that populations in these counties have been culturally diverse. For example, of the population in Howard County, in which IU Kokomo is located, about 11.5% of residents are non-Euro-Americans. However, the diversity of student population at IU Kokomo does not reflect closely the diversity of our service region. According to the IU 2005-06 Fact Book, IU Kokomo had an enrollment of	

approximately 2,900 students; only 6% were "minority" students. A statistical [Profile of the State of Indiana](#) is also included.	
3. Are there notable over- or under-representations among racial/ethnic or gender groups among various employee groups (e.g., service/maintenance, clerical, technical, professional)? Evidence: According to the [IU 2005-06 Fact Book](#), IU Kokomo had a total of 134 appointed staff. The [2006 Report on the Status of Minorities at Indiana University](#), page 37, states that 14% of full-time professional staff members were from underrepresented racial/ethnic groups. The number is slightly higher than that of the minority population in our service area (11.5%). According to [IU Diversity Portfolio Review](#), 20% of senior administrative positions were from underrepresented groups.	(Yes) No NA
4. Does the campus have in place programs to support the recruitment and retention of faculty and senior administrators from under-represented populations? Evidence: [Equal Employment Opportunity/Affirmative Action Policy of Indiana University](#) [Faculty Search and Screen Procedures](#) [Checklist for Search and Screen Procedures](#) supports recruitment. IU Kokomo does not, however, have a retention program for faculty and senior administrators from under-represented populations.	(Yes) No NA

5. Has the campus made significant progress in diversifying:
  a. [Faculty](#), and especially full professors?
  b. [Senior administrative positions](#)?
 	
Evidence:
 	
(a) According to [IU Diversity Portfolio Review-Full Professors](#), IU Kokomo has no full professors from a minority group.
 	
(b) According to [IU Diversity Portfolio Review-Administrators](#), 20% of senior administrative positions were from underrepresented groups.
	Yes (No) NA
	(Yes) No NA

6. Does the campus have explicit goals regarding representational diversity?
  a. If yes, has the campus developed action steps to reach these goals?
  b. Does the campus monitor progress toward the attainment of these goals and take corrective actions when necessary?
 	
Evidence:
	Yes (No) NA
	Yes No NA
	Yes No NA

Representational Diversity - Summary

Strengths

According to the IU 2005-06 Fact Book, IU Kokomo had a total of 134 appointed staff. The 2006 Report on the Status of Minorities at Indiana University states that 14% of full-time professional staff members were from underrepresented racial/ethnic groups.

The number is slightly higher than that of the minority population in our service area (11.5%).

Indiana University Kokomo has official search and screen procedures for hiring new faculty and professional staff from under-represented populations.

According to IU Diversity Portfolio Review, 20% of senior administrative positions were from underrepresented groups.

Three out the five deans at IU Kokomo are full professors from a minority group.

Challenges

The Office of Affirmative Action annually assesses the campus regarding the representational diversity of students, faculty, and staff.

However, no data shows that IU Kokomo campus *routinely or periodically* assesses the representational diversity of students, faculty, and staff in relation to relevant benchmarks (e.g., service region, peer institutions, labor markets, etc).

Indiana University Kokomo literature indicates that we serve an eleven-county area in north central Indiana, which includes Carroll, Cass, Clinton, Fulton, Grant, Hamilton, Howard, Madison, Miami, Tipton, and Wabash Counties.

The committee is however aware that our students come from only 7 counties.

According to the IU 2005-06 Fact Book, IU Kokomo had an enrollment of approximately 2,900 students; only 6% were "minority" students.

IU Kokomo does not have a retention program for faculty and senior administrators from under-represented populations. Further, retention rates for minority students are very low.

IU Kokomo does not have explicit goals regarding representational diversity although it has been discussed over the years.

Summary and Recommendations

The EMA Internal Review Team believes that Indiana University has made significant strides forward in the past five years and is in the process of transforming its diversity commitment with the full implementation of its new strategic plan.

Many of the problems alluded to in this self study is being addressed. At the same time there are several other problems that have been either ignored or swept under the rug.

There are areas for concern that need attention and the committee has listed its principle recommendations in priority order from number one on down.

1. Senior faculty and administrators must mentor new minority faculty and staff to ensure that they will progress toward tenure in a timely fashion.

2. All recruitment search pools need to attract diverse or minority candidates. Searches that do not attract diverse or minority candidates should be stopped and the positions re-advertised.

3. There is the need to establish a multiculturalism course under the general education requirement for all students in the university.

4. The University should appoint a Diversity Committee that will be responsible for holding each administrator and unit accountable for progress in implementing the university goal to attract and retain diverse faculty and staff to support new and existing programs as well as contributing to attainment of the University's diversity goals, making clear the expectations and consequences.

5. All academic units in the university must show evidence of hiring minority staff and faulty. The units who do not have minority should be made be sanctioned for violating the university diversity policy.

6. There is the need to immediately address and evaluate the lower salary paid to some minority faculty and staff. Such practice should be stopped henceforth because it seems to somewhat discriminate against minority faculty and staff. The university should increase the salary of minority faculty and staff that has been underpaid immediately in order to encourage them to stays in Kokomo.

7. Although diversity training has been conducted in the past, the university should ensure such diversity training to continue. The Human Resources office should evaluate the level of cultural competency training provided to employees of the campus and determine if cultural competency training programs should be mandatory.

8. Indiana University Kokomo should provide stable employment for minority faculty spouse as part of it strategy for retention.

These suggested steps are not exhaustive; they are illustrative of Indiana University Kokomo's commitment to make significant progress in the short-term and, more importantly, over the long-term. Even a casual review of this list reveals that there is a combination of incentives and mandates, carrots and sticks. It is critical that the IU Kokomo's expectations related to diversity goals be clear and the consequences for failure to pursue goals earnestly will be widely known and effectively applied.

Finally, the EMA committee would like Indiana University Kokomo to be an institution where all persons of different backgrounds, e.g., race, ethnic identity, age, gender; education, socioeconomic level, and sexual orientation, are valued and respected.

Appendices

A   Leadership and Commitment

        Strategic Plan

        Affirmative Action – Chancellor's Letter of Proclamation

        Affirmative Action – President's Letter of Proclamation

        Conducting a Campus Diversity Portfolio Report

        Minutes of 1/17/07 Kokomo Campus Diversity Portfolio Review Team

        Minutes of 11-04-06 Kokomo Campus Diversity Portfolio Review Team

        Minutes of 10-13-06 Men of Color Luncheon

        Utilization – Availability Analysis Summary

        Administrator Evaluation

        Faculty/Librarians Annual Service Report

B   Curricular and Co-Curricular Transformation

        Office of Affirmative Action

        Fall 2006 Student Activities Calendar

        Spring 2007 Events

        Faculty/Student Exchange Program

C   Campus Climate for Diversity

        Office of Campus Climate Report

        Indiana University Policy Against Sexual Harassment

        Indiana University Americans with Disabilities Ace (ADA) Policy

        Incoming Beginner Demographics

        Official Enrollment Report First Semester 2005-2006

        Undergraduate Retention Persistence to the Second Semester

        Undergraduate Retention Persistence to the Second Year

        Official Financial Aid Report

        Sonia Nazario English Evaluations

        Sonia Nazario Spanish Evaluations

D   Representational Diversity

        Profile of the State of Indiana

        Equal Employment Opportunity/Affirmative Action Policy of Indiana University

        Checklist for Faculty Search and Screen Positions

        Minority in Leadership Roles (excerpt from Conducting a Campus Diversity Portfolio Report)

        Minority Full Professors (excerpt from Conducting a Campus Diversity Portfolio Report)