

EMA Report

Leadership and Commitment

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 environment 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

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 – 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 policies 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 – 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 faculty. 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 its strategy for retention.

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.

